U.S. ARMY SERGEANTS MAJOR ACADEMY (BNCOC)

L330/ THE ARMY WRITING STYLE OCT 04

BNCOC
ULTIMA

Stand Alone Common Core

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L330 / THE ARMY WRITING STYLE
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	L330, The Army Writing Style, Version 1 Oct 03
TSP Users	600-BNCOC, Basic Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DC BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002 Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 E-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number	**Task Title**
158-300-0040	Write to Inform or Direct

This TSP Contains

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THE ARMY WRITING STYLE
L330 / Version 1
01 Oct 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

Course Number	Version	Course Title
600-BNCOC	1	Basic Noncommissioned Officer Course

Task(s) Taught(*) or Supported

Task Number	Task Title
158-300-0040 (*)	Write to Inform or Direct

Reinforced Task(s)

Task Number	Task Title
158-100-1140	Communicate Effectively in a Given Situation
158-300-0010	Write in the Army Style
158-300-0020	Conduct a Military Briefing

Academic Hours

The academic hours required to teach this lesson are as follows:

	Resident Hours/Methods	
	1 hr 5 mins	/ Conference / Discussion
	45 mins	/ Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	2 hrs	

Test Lesson Number

	Hours	Lesson No.
Testing (to include test review)	3 Hrs	E303

Prerequisite Lesson(s)

Lesson Number	Lesson Title
L326	COMMUNICATE EFFECTIVELY IN A GIVEN SITUATION

Clearance Access

Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

Number	Title	Date	Additional Information
AR 25-50	PREPARING AND MANAGING CORRESPONDENCE	03 Jun 2002	
DA PAM 600-67	EFFECTIVE WRITING FOR ARMY LEADERS	02 Jun 1986	

Student Study Assignments

Before class--
- Read Student Handout 1, Advance Sheet.
- Read Student Handout 2, Extracted Material from AR 25-50.
- Read Student Handout 3, Extracted Material from DA Pam 600-67.
- Complete Student Handout 4, The Army Writing Style Programmed Text.

During class--
- Participate in group discussion.
- Complete PE-1 and PE-2.

After class--
- Turn in recoverable materials.

Instructor Requirements

1:16, BNCOC grad, ITC, and SGITC qualified

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
441-06 LCD Projection System	1:16	1:1	No	1	No
559359 SCREEN PROJECTION	1:16	1:1	No	1	No
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
703500T102257 DESKTOP/EPSON PRINTER	1:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No

Equipment Required for Instruction, continued

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
SOFTWARE-2 WINDOWS XP, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

- Viewgraphs: VGT-1 thru VGT-10.
- AR 25-50.
- DA Pam 600-67.
- Dictionary.

Student Materials:

- Pen or pencil and writing paper.
- Reading material listed on advance sheet.

Classroom, Training Area, and Range Requirements

CLASSROOM INSTRUCTION 900 SF, 16 PN or Classroom Conducive to Small Group Instruction of 16 Students.

Ammunition Requirements

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Issue all materials (SH-1 thru SH-4) NLT three days prior to class.
- Inform students they must complete SH-4, The Army Writing Style Programmed Text prior to this lesson.
- Read all TSP material and be ready to conduct the PEs.

During class--

- Conduct the class in accordance with the TSP.
- Conduct the PEs.

After class--

- Collect recoverable material after the examination for this lesson.
- Report any lesson discrepancies to the Senior Instructor.

Proponent Lesson Plan Approvals

Name	Rank	Position	Date
Pyke, Bonnie G.	GS11	Senior Training Specialist	
Bennett-Green, Agnes D.	SGM	Chief, B/ANCOC	
Bucher, George V.	GS11	Chief, CMD	
Lemon, Marion	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio is: 1:16
Time of Instruction: 5 mins
Media: None

Motivator

As a leader you must be able to communicate effectively with your subordinates and superiors both verbally and in writing. In Lesson L326, Communicate Effectively in a Given Situation, we examined the standards for communicating verbally. In this lesson we will examine the standards for communicating in writing.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Implement the Army writing style.
Conditions:	As a section leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.
Standards:	Implemented the Army writing style by-- • Reviewing the Army writing standards. • Reviewing active voice writing techniques for producing effective Army writing. • Reviewing the general rules for constructing military correspondence. IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

During this course you will take a 50-question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a GO. A GO is a graduation requirement.

Instructional Lead-In

Writing, like tactics and marksmanship, is a learned skill. You must become familiar with the standards for Army writing and then you must practice. Practice is what makes you a strong writer. Some people seem to have a talent or gift for writing. It seems that they pick it up faster and can develop it quicker; in order to write well, everyone has to practice.

The ability to write clearly is important in today’s Army. In this lesson we will review the standards mandated for Army writing and then you will complete two practical exercises. In one practical exercise you will demonstrate your grammar, punctuation, capitalization, word choice, and active writing skills. In the second practical exercise you will identify passive voice and any errors in spelling, punctuation, grammar, capitalization, and format of a written memorandum. Then you will rewrite the memo correcting the errors you find.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

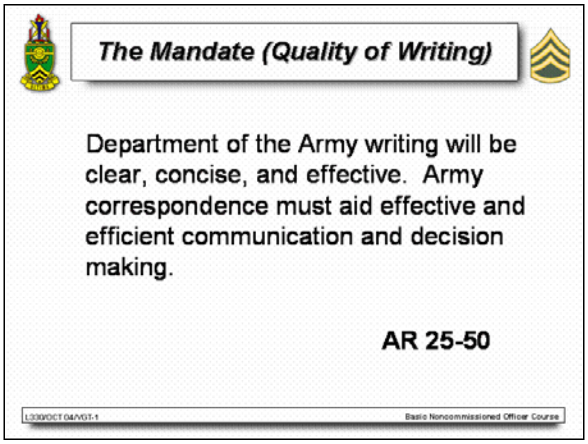
ACTION:	Review the Army writing standards.
CONDITIONS:	As a section leader in a classroom environment and given AR 25-50 (SH-2).
STANDARDS:	Reviewed the Army writing standards IAW AR 25-50, Chap 1.

1. Learning Step / Activity 1. Review the Army writing standards.

Method of Instruction:	Conference / Discussion
Technique of Delivery:	Small Group Instruction
Instructor to Student Ratio:	1:16
Time of Instruction:	10 mins
Media:	VGT-1 and VGT-2

NOTE: Point out that while both AR 25-50 and DA Pam 600-67 identify the Army writing style standards, they don't use the exact same terminology to do so. We will use the terminology used in AR 25-50.

SHOW VGT-1, THE MANDATE (QUALITY OF WRITING)



The Mandate (Quality of Writing)

Department of the Army writing will be clear, concise, and effective. Army correspondence must aid effective and efficient communication and decision making.

AR 25-50

L330/OCT 04/VGT-1 Basic Noncommissioned Officer Course

Ref: AR 25-50, Chap 1, para 1-10

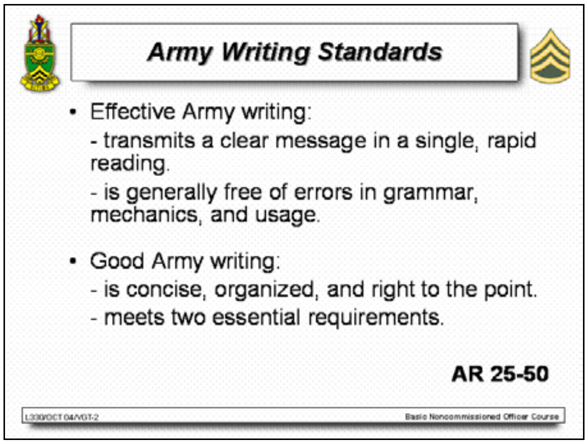
NOTE: Have one student read VGT-1.

AR 25-50 states that the goal of all Army correspondence is effective communication. The Army has set standards for all Army writing. AR 25-50 mandates these standards as the Army style; they are not merely suggestions.

REMOVE VGT-1

Let's examine these standards.

SHOW VGT-2, ARMY WRITING STANDARDS



Army Writing Standards

- Effective Army writing:
  - transmits a clear message in a single, rapid reading.
  - is generally free of errors in grammar, mechanics, and usage.
- Good Army writing:
  - is concise, organized, and right to the point.
  - meets two essential requirements.

AR 25-50

L330/OCT 04/VGT-2 Basic Noncommissioned Officer Course

Ref: AR 25-50, Chap 1, para 1-44a and 1-44b

NOTE: Since AR 25-50 does not give definitions of the terms used in Army writing standards, generate discussion about VGT-2 by asking the following:

- What they think a "clear message" means.
  - An expected response is that it is writing the reader can easily read and understand.

- Why they think it is important for their writing to transmit its message in a "single, rapid reading."
  - An expected response is that reading takes time and people are busy. People should be able to read and understand the message without having to read it more than once.

- What they think "generally free of errors" means.
  - An expected response is that if the errors you find during your final edit don't detract from the readability, you don't need to have someone redo it.

NOTE: At this time remind the students that "generally free of errors" does not mean they can be careless. AR 25-50, para 1-11 states that if correspondence is not going outside DA, make corrections neatly and legibly with pen and ink. However, do not make so many pen and ink changes that the end result looks sloppy. It also states excessive revisions to create a "perfect" product are a waste of time.

Let's look at that whole bullet: "is generally free of errors in grammar, mechanics, and usage." During this lesson we do not have the time to teach grammar, mechanics, and usage skills – you should already be familiar with them. You completed a programmed text that provided you a review of some of the basic rules; however, the programmed text did not cover every rule and its application. It is up to you to be familiar with the rules of grammar, punctuation, and word choice. We will discuss and answer questions regarding the programmed text later during ELO C.

NOTE: Have one student read the first bullet under “Good Army Writing.” Generate discussion by asking the students if concise means short. After students have shared responses, point out that concise doesn’t necessarily equate to short. Concise just means there are no unnecessary words in the sentence. A long sentence isn’t bad just because it’s long; it’s bad when it has words in it that don’t add any meaning.

QUESTION: What are the two essential requirements for good Army writing?

ANSWER: Putting the main point at the beginning and using active voice.

Ref: AR 25-50, Chap 1, para 1-44b

NOTE: Inform the students that they will discuss active voice in more detail in ELO B.

QUESTION: Why does the standard English sentence order of subject-verb-object, work best?

ANSWER: It speeds communication and helps the reader understand the main point.

Ref: AR 25-50, Chap 1, para 1-44c

As writers of Army correspondence, you must know and understand the standards for Army writing so you can apply them to your writing. As leaders you must explain the standards to your subordinates, check their writing for compliance, and help them produce writing that meets those standards.

NOTE: Clarify any questions the students may have regarding the standards of effective and good Army writing.

REMOVE VGT-2

B. ENABLING LEARNING OBJECTIVE

ACTION:	Review active voice writing techniques for producing effective Army writing.
CONDITIONS:	As a section leader in a classroom environment and given AR 25-50 (SH-2) and DA Pam 600-67 (SH-3).
STANDARDS:	Reviewed active voice writing techniques for producing effective Army writing IAW AR 25-50, Chap 1 and DA Pam 600-67, Chap 3.

1. Learning Step / Activity 1. Review active voice writing techniques for producing effective Army writing.

Method of Instruction:	Conference / Discussion
Technique of Delivery:	Small Group Instruction (SGI)
Instructor to Student Ratio:	1:16
Time of Instruction:	15 mins
Media:	VGT-3 thru VGT-9

We said that the two essential requirements for Army writing include putting the main point at the beginning and using the active voice.

QUESTION: What makes Army writing clear, direct communication?

ANSWER: Using the active voice rather than passive voice.

Ref: DA Pam 600-67, Chap 3, para 3-2b(1)

QUESTION: Why should we avoid using passive voice?

NOTE: Answers don't have to be word for word, but they should make the following points.

ANSWER:

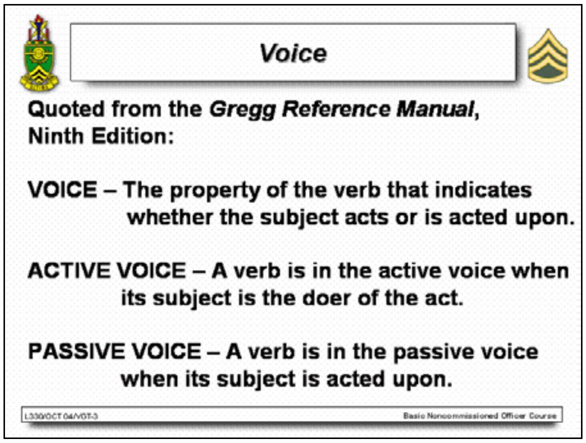
- Passive voice creates sentences that are indirect, unfocused, and that slow communication.
- Passive voice hides the doer of the action, blocking communication.
- Active voice is direct, natural, and forceful.
- Active voice normally makes sentences shorter and clearer.

Ref: DA Pam 600-67, Chap 3, para 3-2b(1) thru (3)

NOTE: Tell the students that even though using passive voice is not an error and is sometimes appropriate, for teaching purposes, we will require them to write in the active voice.

In order to understand active and passive voice, it is first necessary to define "voice."

SHOW VGT-3, VOICE



Voice

Quoted from the ***Gregg Reference Manual***, Ninth Edition:

VOICE – The property of the verb that indicates whether the subject acts or is acted upon.

ACTIVE VOICE – A verb is in the active voice when its subject is the doer of the act.

PASSIVE VOICE – A verb is in the passive voice when its subject is acted upon.

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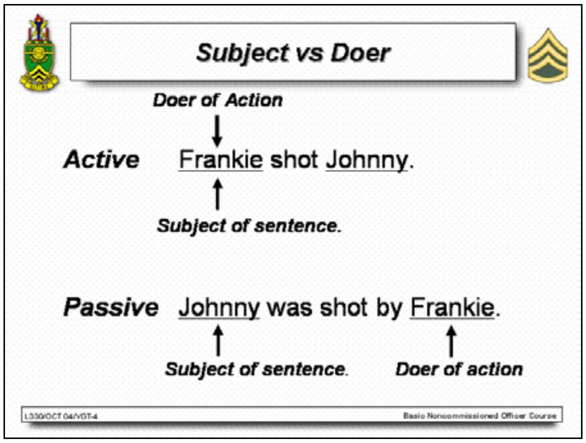
NOTE: Point out to the students that they do not have this reference, but the developer used it only for the definitions listed above. Tell them they may want to copy down the definitions on VGT-3.

NOTE: Have one student read each of the definitions on VGT-3.

REMOVE VGT-3

Let's look at a couple of slides that will help us in our discussion of active and passive voice.

SHOW VGT-4, SUBJECT VS DOER



Subject vs Doer

Doer of Action
Active
Frankie shot Johnny.
Subject of sentence.
Passive
Johnny was shot by Frankie.
Subject of sentence.
Doer of action

L330/OCT 04/VGT-4 Basic Noncommissioned Officer Course

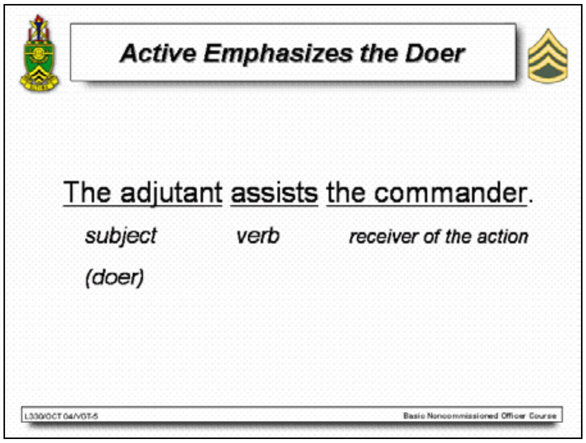
Ref: AR 25-50, Chap 1, para 1-44d

NOTE: Uncover the first example. Point out that in the active voice the subject of the sentence (Frankie) is also the doer of the action.

NOTE: Uncover the second example. Point out that in the passive voice the subject of the sentence (Johnny) isn't the doer of the action; he is the receiver. Frankie is the doer of the action.

REMOVE VGT-4

SHOW VGT-5, ACTIVE EMPHASIZES THE DOER



Active Emphasizes the Doer

The adjutant assists the commander.

subject *verb* *receiver of the action*

(doer)

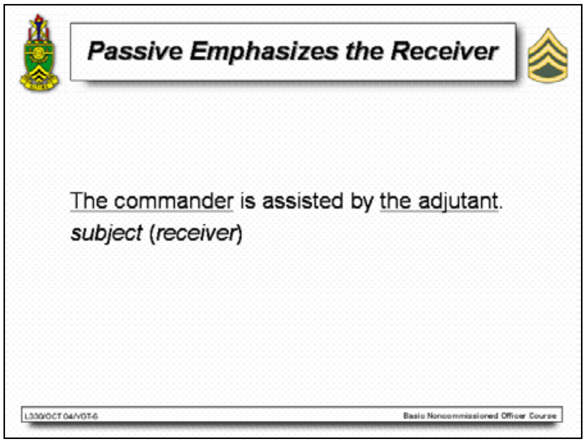
L330/OCT 04/VGT-5 Basic Noncommissioned Officer Course

Ref: AR 25-50, Chap 1, para 1-44d

NOTE: VGT-5 shows an example of active voice--the emphasis is on the doer (the adjutant). Point out the receiver of the action (the commander).

REMOVE VGT-5

SHOW VGT-6, PASSIVE EMPHASIZES THE RECEIVER



Passive Emphasizes the Receiver

The commander is assisted by the adjutant.

subject (receiver)

L330/OCT 04/VGT-6 Basic Noncommissioned Officer Course

Ref: AR 25-50, Chap 1, para 1-44d

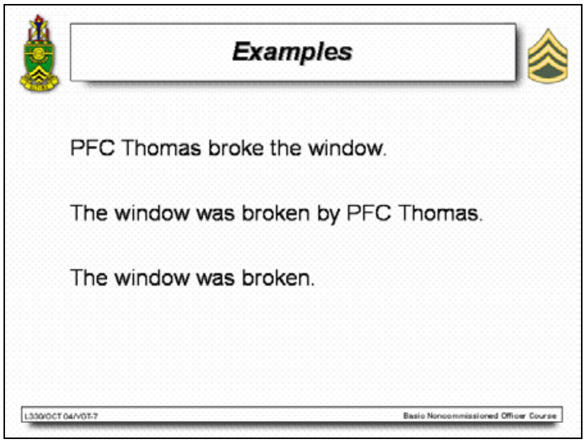
NOTE: VGT-6 shows an example of the same sentence written in the passive voice--the emphasis is on the receiver of the action (the commander).

When the writer makes the receiver of the action the subject of the sentence, the writer is using passive voice.

REMOVE VGT-6

NOTE: Have the students look at the next VGT and discuss what happens to the doer of the action. In the first sentence, the doer is the subject. In the second sentence, however, the doer is no longer the subject and has moved to the end of the sentence. In the third sentence, the doer disappears entirely.

SHOW VGT-7, EXAMPLES



Examples

PFC Thomas broke the window.

The window was broken by PFC Thomas.

The window was broken.

L330/OCT 04/VGT-7 Basic Noncommissioned Officer Course

NOTE: Have the students identify each of the sentences in VGT-7 as passive or active. Sentence one is active and two and three are passive.

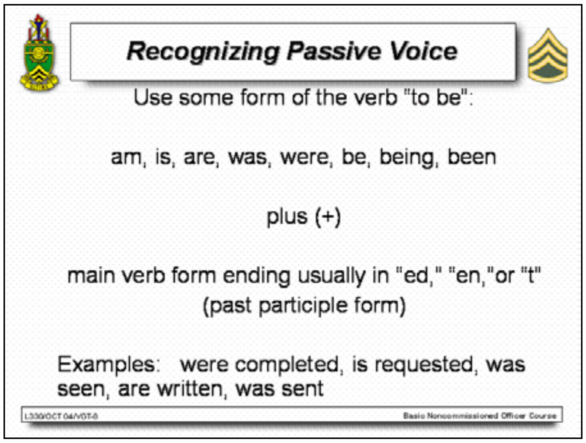
NOTE: Using sentences one and two explain how easy it is (in most cases) to change passive voice to active voice--simply make the doer of the action the subject of the sentence.

REMOVE VGT-7

Now let's look at another easy way to recognize passive voice.

NOTE: Direct the students to AR 25-50, Chap 1, para 1-44e. Have one student read para 1-44e. Tell the students that in addition to a main verb ending in "en" or "ed," other references also include the past participle form ending in "t." Tell them for teaching purposes we will also include the past participle form ending in "t."

SHOW VGT-8, RECOGNIZING PASSIVE VOICE



Recognizing Passive Voice

Use some form of the verb "to be":

am, is, are, was, were, be, being, been

plus (+)

main verb form ending usually in "ed," "en,"or "t"
(past participle form)

Examples: were completed, is requested, was seen, are written, was sent

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Ref: AR 25-50, Chap 1, para 1-44e

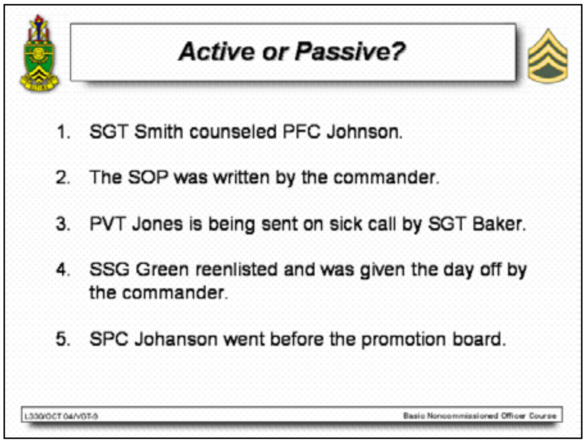
So an easy way to recognize passive voice is to look for the verbs *am, is, are, was, were, be, being,* and *been* plus the past participle form of a main verb ending in “ed,” “en,” or “t.”

NOTE: Clarify any questions students may have regarding recognizing passive voice and writing in the active voice.

REMOVE VGT-8

Let’s see how much you remember. Write your answers on a separate sheet of paper.

SHOW VGT-9, ACTIVE OR PASSIVE?



Active or Passive?

1. SGT Smith counseled PFC Johnson.
2. The SOP was written by the commander.
3. PVT Jones is being sent on sick call by SGT Baker.
4. SSG Green reenlisted and was given the day off by the commander.
5. SPC Johanson went before the promotion board.

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NOTE: 1. Active, 2. Passive, 3. Passive, 4. Passive, 5. Active.

NOTE: Tell the students to rewrite sentences 2 thru 4 using the active voice. Call on a couple of students to share what they have written.

Sentence 2: The commander wrote the SOP.
Sentence 3: SGT Baker sent PVT Jones on sick call.
Sentence 4: SSG Green reenlisted and received the day off from the commander.

NOTE: Clarify any questions students may have regarding recognizing passive voice and writing in the active voice.

REMOVE VGT-9

C. ENABLING LEARNING OBJECTIVE

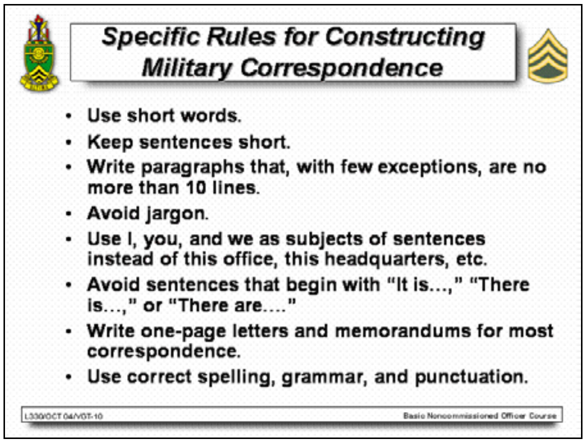
ACTION:	Review the general rules for constructing military correspondence.
CONDITIONS:	As a section leader in a classroom environment and given AR 25-50 (SH-2) and SH-4.
STANDARDS:	Reviewed the general rules for constructing military correspondence IAW AR 25-50, Chap 1 and 2, and SH-4.

1. Learning Step / Activity 1. Review the general rules for constructing military correspondence.

Method of Instruction:	Conference / Discussion
Technique of Delivery:	Small Group Instruction
Instructor to Student Ratio:	1:16
Time of Instruction:	20 mins
Media:	VGT-10

As we mentioned earlier, the goal of all Army correspondence is effective communication. That's the goal all of us need to strive for. We have already discussed two requirements for reaching that goal: putting the main point at the beginning and using the active voice. These techniques will get us off to a good start. However, we must also apply other, more specific techniques to improve the effectiveness of our writing. AR 25-50 gives us some more specific rules in para 1-45.

SHOW VGT-10, SPECIFIC RULES FOR CONSTRUCTING MILITARY CORRESPONDENCE



Specific Rules for Constructing Military Correspondence

- **Use short words.**
- **Keep sentences short.**
- **Write paragraphs that, with few exceptions, are no more than 10 lines.**
- **Avoid jargon.**
- **Use I, you, and we as subjects of sentences instead of this office, this headquarters, etc.**
- **Avoid sentences that begin with "It is...," "There is...," or "There are...."**
- **Write one-page letters and memorandums for most correspondence.**
- **Use correct spelling, grammar, and punctuation.**

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Ref: AR 25-50, Chap 1, para 1-45

NOTE: Inform the students that the bullets are not in the same order as in the AR, but we will use this order because we will discuss the last two bullets in greater detail.

Use short words. The first rule is to use short words. Normally shorter words are simpler, but not in all cases. An example of a shorter word that isn't necessarily simpler is "foe." "Enemy" is the better choice for military readers. Normally using shorter and simpler words will make your writing clearer. You can use a dictionary to choose words that mean what you want to say; however, when more than one word means the same thing, the dictionary can't tell you which word is the best to use. You should pick the word you think will help get your message across to your reader. IAW AR 25-50, try to write so that not more than 15 percent of your words are over two syllables long.

Keep sentences short. Besides keeping words short, you should also keep sentences short.

QUESTION: What should you make your average sentence length?

ANSWER: Fifteen words.

Ref: AR 25-50, Chap 1, para 1-45b(2)

QUESTION: What is one way that we've already discussed to create shorter sentences?

ANSWER: Write in the active voice.

Ref: AR 25-50, Chap 1, para 1-44d(3)

NOTE: Point out that students should not try to make every sentence 15 words. Some sentences may be longer and some may be shorter, but the average should be about 15 words.

Write paragraphs that, with few exceptions, are no more than 10 lines. You should write paragraphs that, with few exceptions, are no more than 10 lines. Using shorter words and shorter sentences should assist you in following this rule. Often, trying to say too much about too many ideas leads to long paragraphs. You should remember from your English classes that a paragraph should contain one idea.

Avoid jargon. Another rule is to avoid jargon.

NOTE: Ask students to define jargon and then share the following.

Dictionaries give many definitions of jargon. One definition most appropriate and identifiable with the Army is in *Webster's II New Riverside University.* It states jargon is "The specialized language of a trade, profession, or similar group." A few examples based on this definition are the following: leg – nonairborne soldier; Top – first sergeant; and old man – commander.

Use I, you, and we as subjects of sentences instead of this office, this headquarters, this command, all individuals, and so forth. Another rule for constructing military correspondence is to use personal pronouns. Using pronouns not only places responsibility for our own writing and makes it more direct, it usually makes it shorter also. As general guidance use **I**, **me**, and **my** when speaking for yourself, and use **we**, **us**, and **our** when speaking for the unit.

Avoid sentences that begin with "It is . . .," "There is . . . ," or "There are . . . ." Normally these words don't add to the meaning of the sentence, but they just make it longer. For example, instead of writing, "There is one problem that bothers me," just write, "One problem bothers me." This supports the rule of keeping sentences short.

Write one-page letters and memorandums for most correspondence. By writing short sentences and short paragraphs, we should be able to say what we want to say in one page.

NOTE: Have the students turn to AR 25-50, p 9 and 10, Figures 2-1 and 2-2 and p 27, para 2-4. Using the figures and the written description, very briefly point out the following:

- The memorandum has three parts: heading, body, and closing.
- The **heading** has five parts: office symbol, date, suspense date, MEMORANDUM FOR line, and subject line.
- The spacing and content requirements of the five parts in the heading.
- The spacing, indenting, and numbering of paragraphs and subparagraphs (i.e., if you have a para 1, you must have a para 2.) within the **body.**
- The **closing** contains the authority line, signature block, and enclosure listing.
- The spacing and content requirements of the parts of the closing.

NOTE: Inform the students we are not trying to make them 71Ls or 75Cs, only to familiarize them with the correct format. Point out that p 23 contains an example of an informal memo.

Use correct spelling, grammar, and punctuation. Using correct spelling, grammar, and punctuation is a necessity in constructing military correspondence. Errors or mistakes in these areas not only detract from your writing, but may also turn your reader into an editor. Once the reader sees one error, it may become instinctive to look for more errors instead of reading the correspondence for its intended message. Most computer word processing programs have a spelling and grammar checker—use them. Your proficiency, or lack thereof, in spelling, grammar, and punctuation will make an impression on your reader. You are the one who decides whether that impression will be positive or negative.

This concludes our discussion of the specific rules for constructing military correspondence addressed in AR 25-50.

REMOVE VGT-10

NOTE: Have the students turn to Appendix B in AR 25-50. Inform them that this appendix contains additional information on style practices that they should be familiar with, but that we do not have time to cover in this lesson.

This brings us to SH-4, The Army Writing Style Programmed Text. Since grammar, punctuation, and word choice are skills that you should already be familiar with, we provided you this programmed text as a review. Once again, we could not cover every rule and its application.

NOTE: For the remainder of the hour until the break, answer any questions the students may have regarding the programmed text. If there are no questions and time permits, generate discussion by using the programmed text to review subject-verb agreement and punctuating sentences containing independent and dependent clauses.

When we return from break you will complete two practical exercises in which you will apply the specific rules and Army writing style standards we just covered.

Break TIME: 00:50 to 01:00

2. Learning Step / Activity 2. Practical Exercises

Method of Instruction:	Practical Exercise (Performance)
Technique of Delivery:	Small Group Instruction (SGI)
Instructor to Student Ratio:	1:16
Time of Instruction:	45 mins
Media:	PE-1 and PE-2

NOTE: PE-1 and PE-2 also support ELOs A and B.

NOTE: Distribute PE-1. Tell the students they have 15 minutes to complete the PE. After the 15 minutes, have students discuss their solutions for 5 minutes. After the 5 minutes, distribute the solution for PE-1 on page C-7 and for 2 to 3 minutes clarify any questions.

NOTE: Distribute PE-2. Tell the students they have 15 minutes to complete the PE. After the 15 minutes, have students discuss their solutions for 5 minutes. After the 5 minutes, distribute the solution for PE-2 on page C-12 and for 2 to 3 minutes clarify any questions.

SECTION IV. SUMMARY

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio is: 1:16
Time of Instruction: 5 mins
Media: None

Check on Learning

PE-1 and PE-2 serve as a check on learning for this lesson.

Review / Summarize Lesson

During this lesson we reviewed the Army writing standards, active voice writing techniques, and the rules for constructing military correspondence. The writing skills you've learned thus far will assist you in producing written correspondence that complies with the Army writing style and standards. Just as you will not accept substandard performance from your subordinates, do not accept substandard written correspondence.

Transition to Next Lesson

You will use the writing skills you learned in this lesson in the next lesson, L328, Counseling, as well as throughout this course.

SECTION V. STUDENT EVALUATION

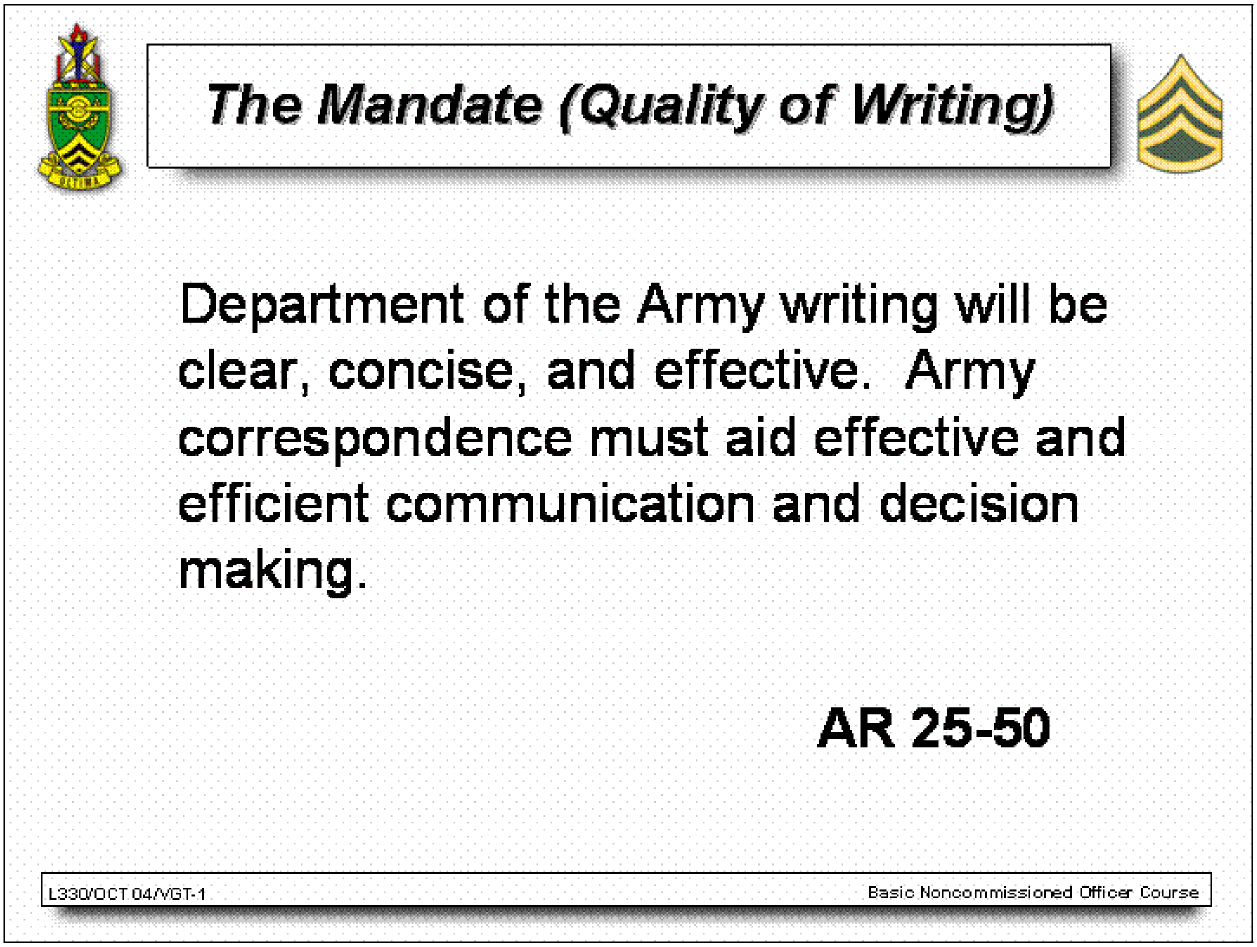
Testing Requirements	**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan. During this course you will take a 50-question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a GO. A GO is a graduation requirement.
Feedback Requirements	**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed. None

VIEWGRAPHS FOR LESSON 1: L330 version 1

Enabling Learning Objective A

Learning Step 1

VGT-1, The Mandate (Quality of Writing)



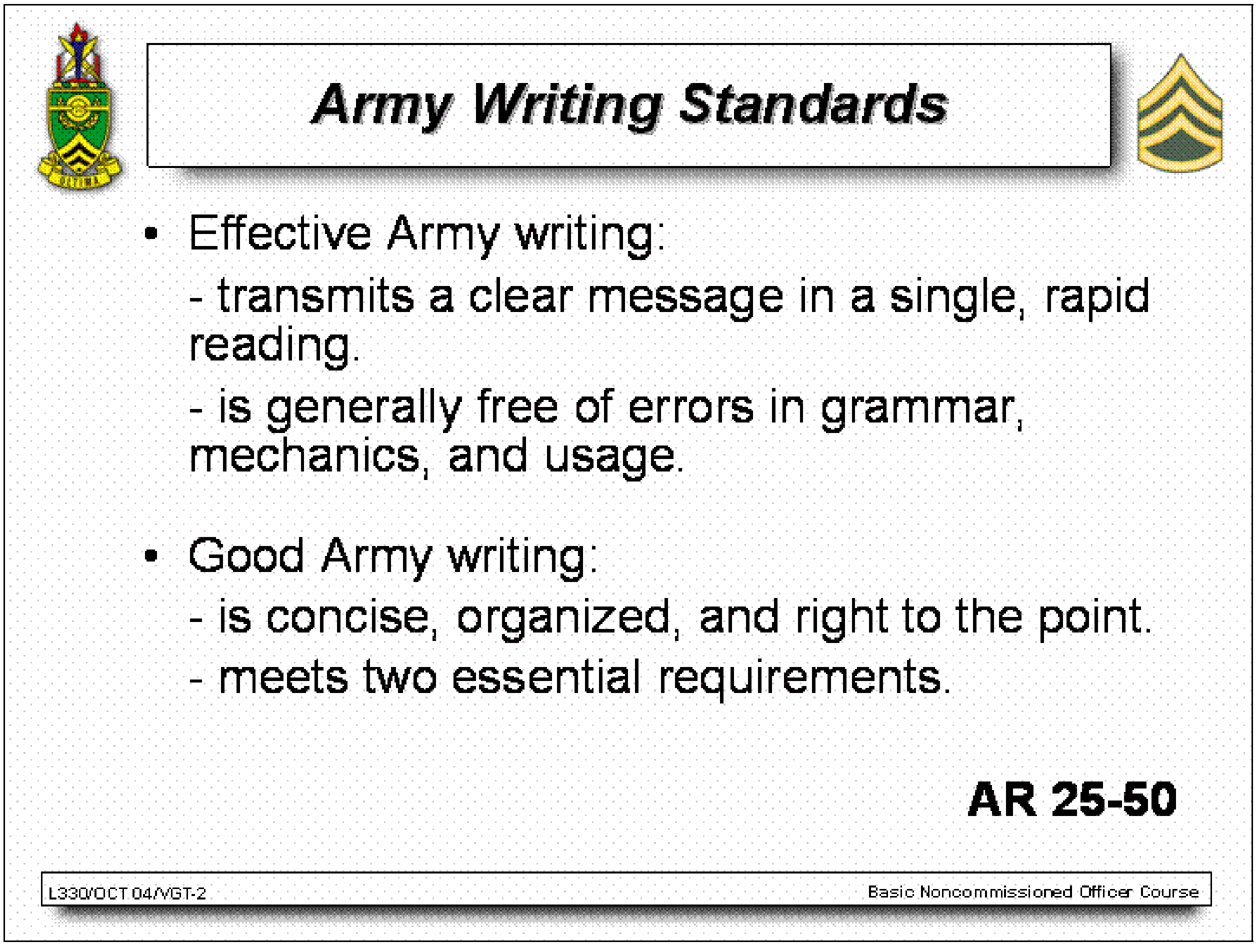
The Mandate (Quality of Writing)

Department of the Army writing will be clear, concise, and effective. Army correspondence must aid effective and efficient communication and decision making.

AR 25-50

L330/OCT 04/VGT-1 Basic Noncommissioned Officer Course

VGT-2, Army Writing Standards



Army Writing Standards

- Effective Army writing:
  - transmits a clear message in a single, rapid reading.
  - is generally free of errors in grammar, mechanics, and usage.
- Good Army writing:
  - is concise, organized, and right to the point.
  - meets two essential requirements.

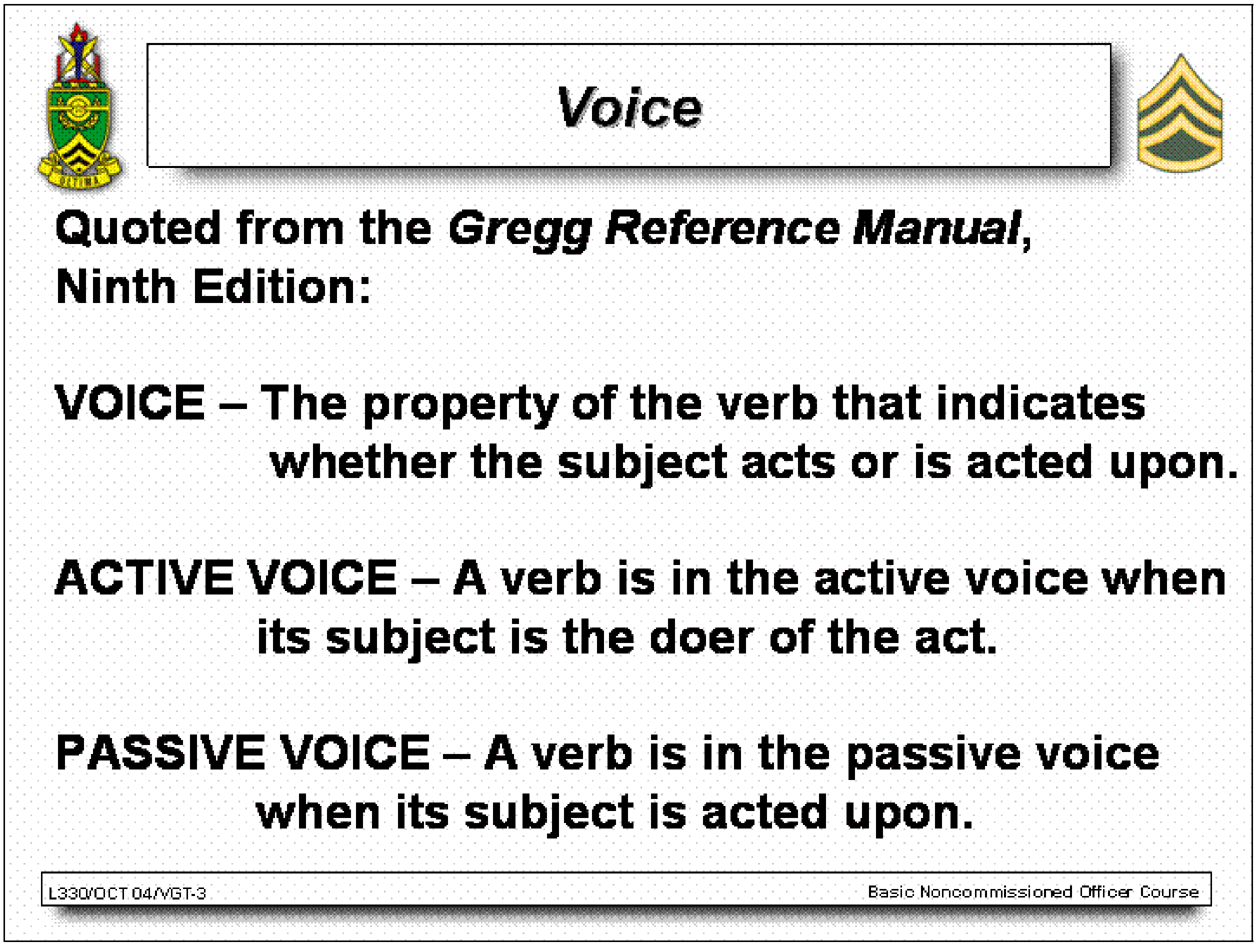
AR 25-50

L330/OCT 04/VGT-2 Basic Noncommissioned Officer Course

Enabling Learning Objective B

Learning Step 1

VGT-3, Voice



Voice

Quoted from the *Gregg Reference Manual*, Ninth Edition:

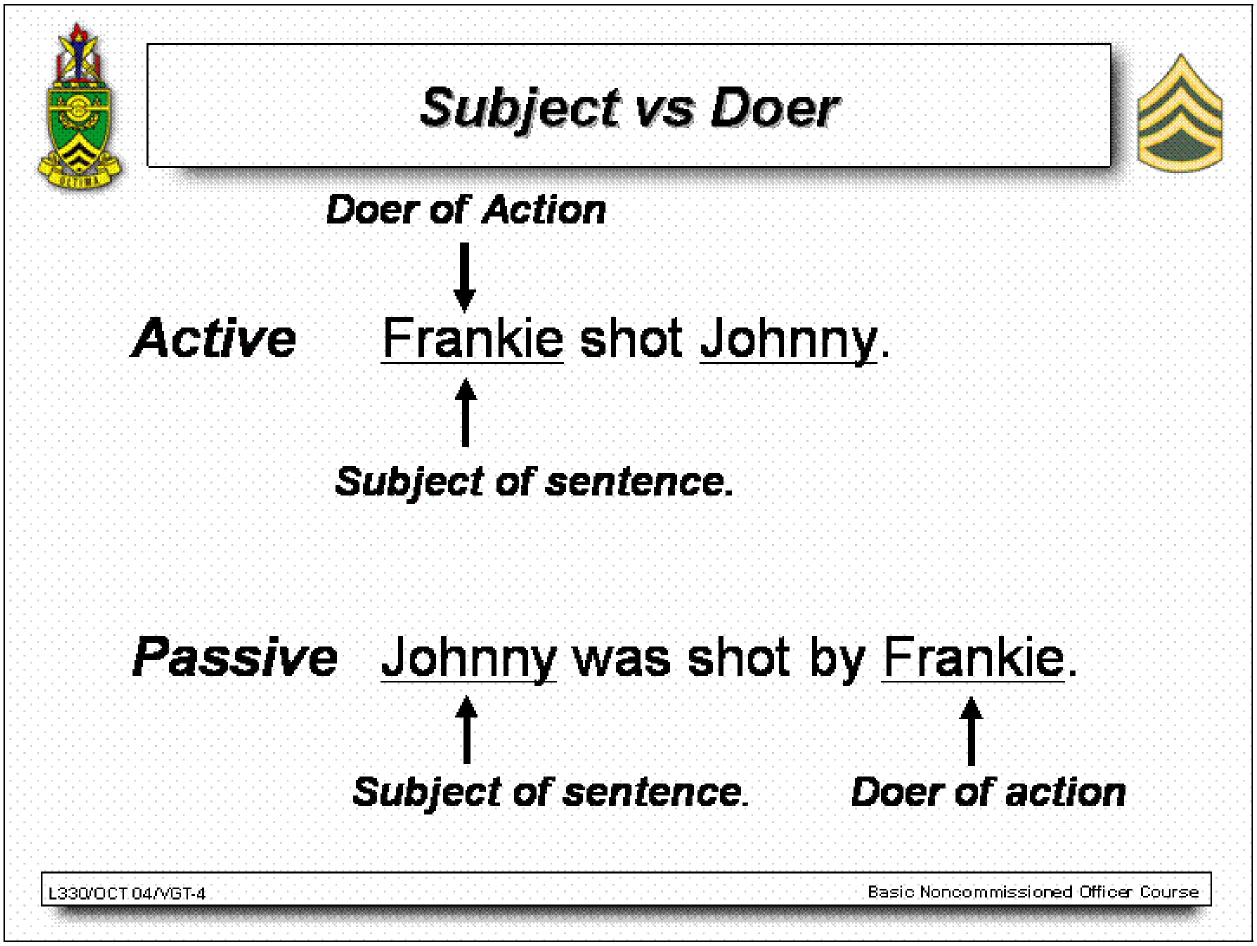
VOICE – The property of the verb that indicates whether the subject acts or is acted upon.

ACTIVE VOICE – A verb is in the active voice when its subject is the doer of the act.

PASSIVE VOICE – A verb is in the passive voice when its subject is acted upon.

L330/OCT 04/VGT-3 Basic Noncommissioned Officer Course

VGT-4, Subject vs Doer



Subject vs Doer

Doer of Action

Active Frankie shot Johnny.

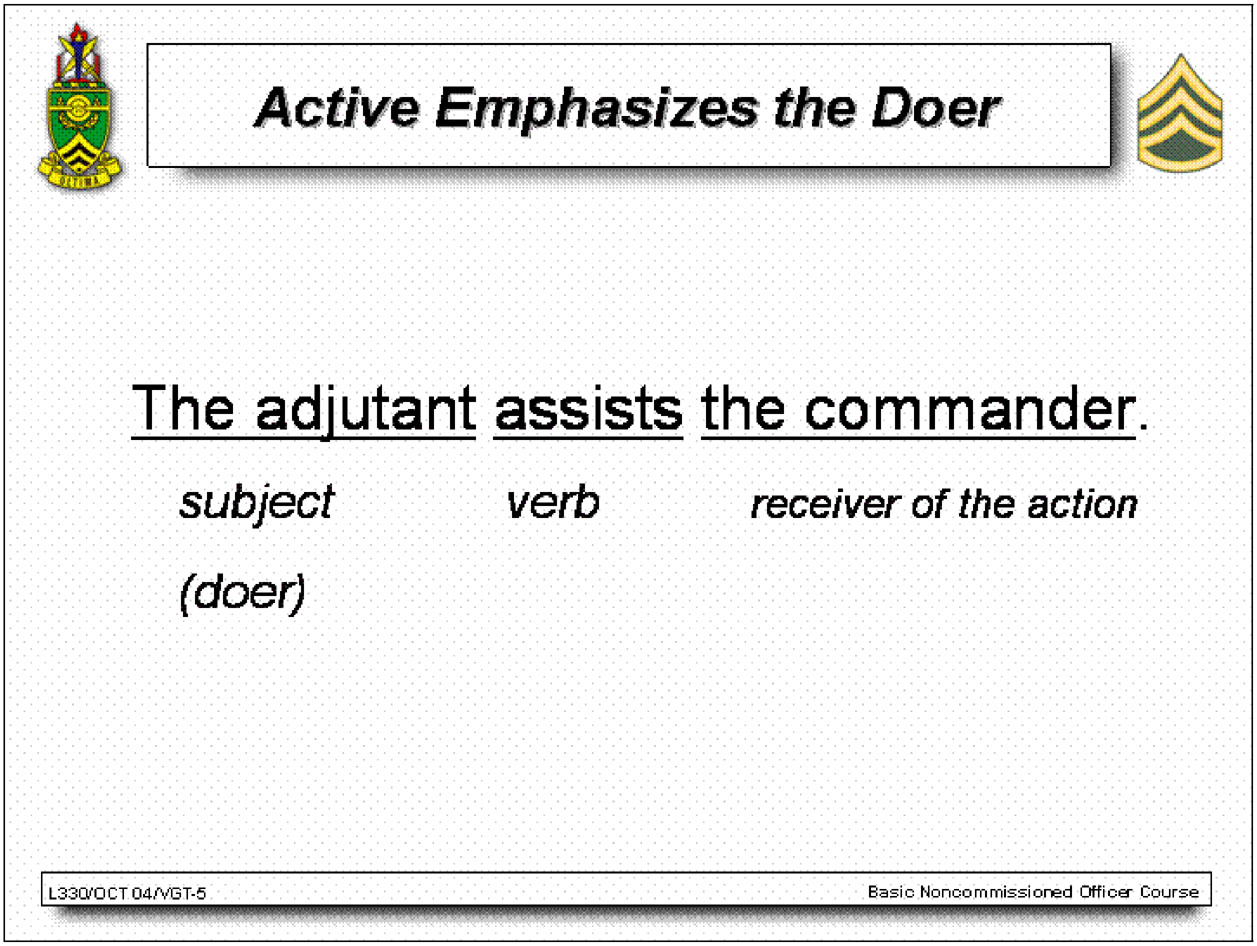
Subject of sentence.

Passive Johnny was shot by Frankie.

Subject of sentence. **Doer of action**

L330/OCT 04/VGT-4 Basic Noncommissioned Officer Course

VGT-5, Active Emphasizes the Doer



Active Emphasizes the Doer

The adjutant assists the commander.

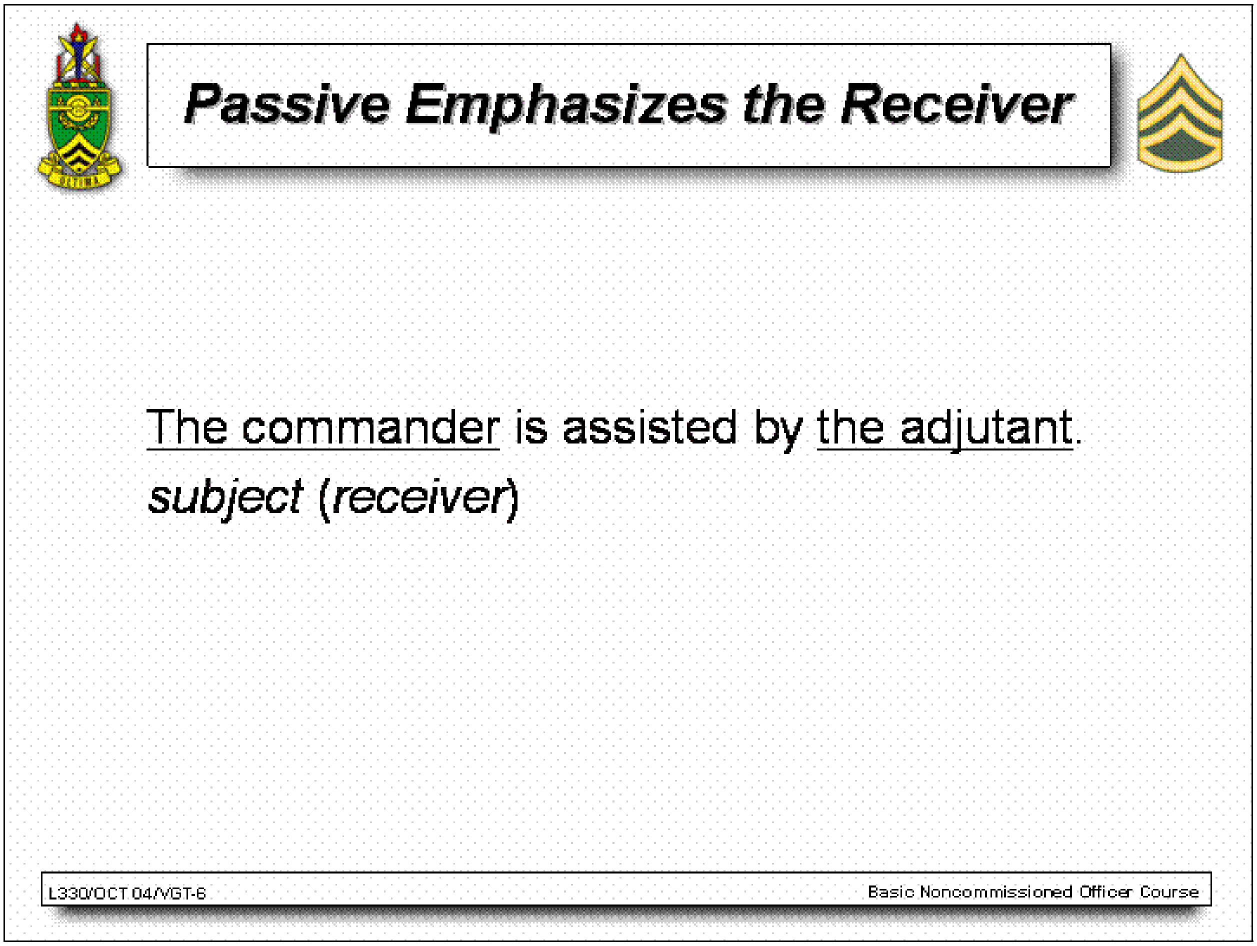
subject *verb* *receiver of the action*

(doer)

L330/OCT 04/VGT-5

Basic Noncommissioned Officer Course

VGT-6, Passive Emphasizes the Receiver



Passive Emphasizes the Receiver

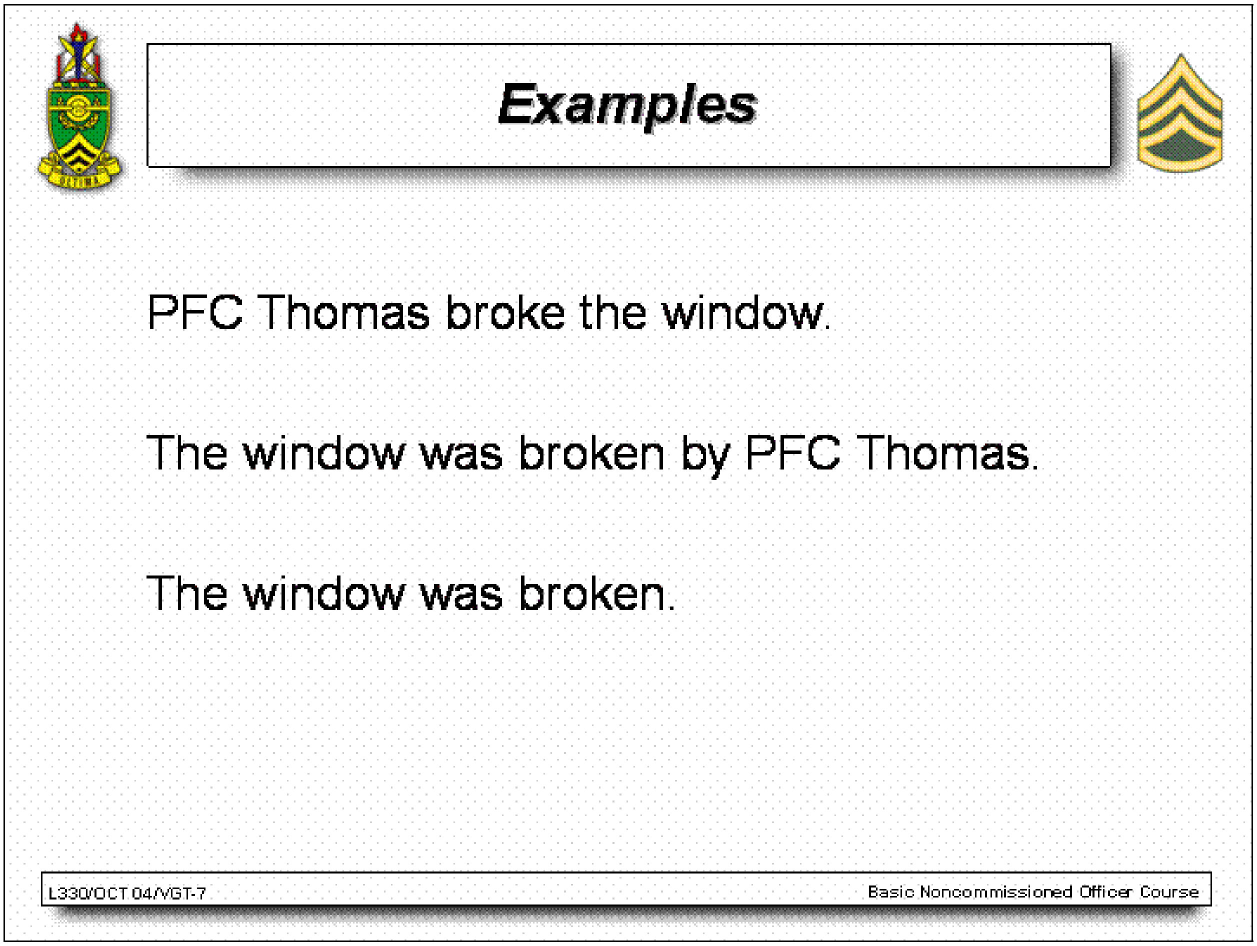
The commander is assisted by the adjutant.

subject (receiver)

L330/OCT 04/VGT-6

Basic Noncommissioned Officer Course

VGT-7, Examples



Examples

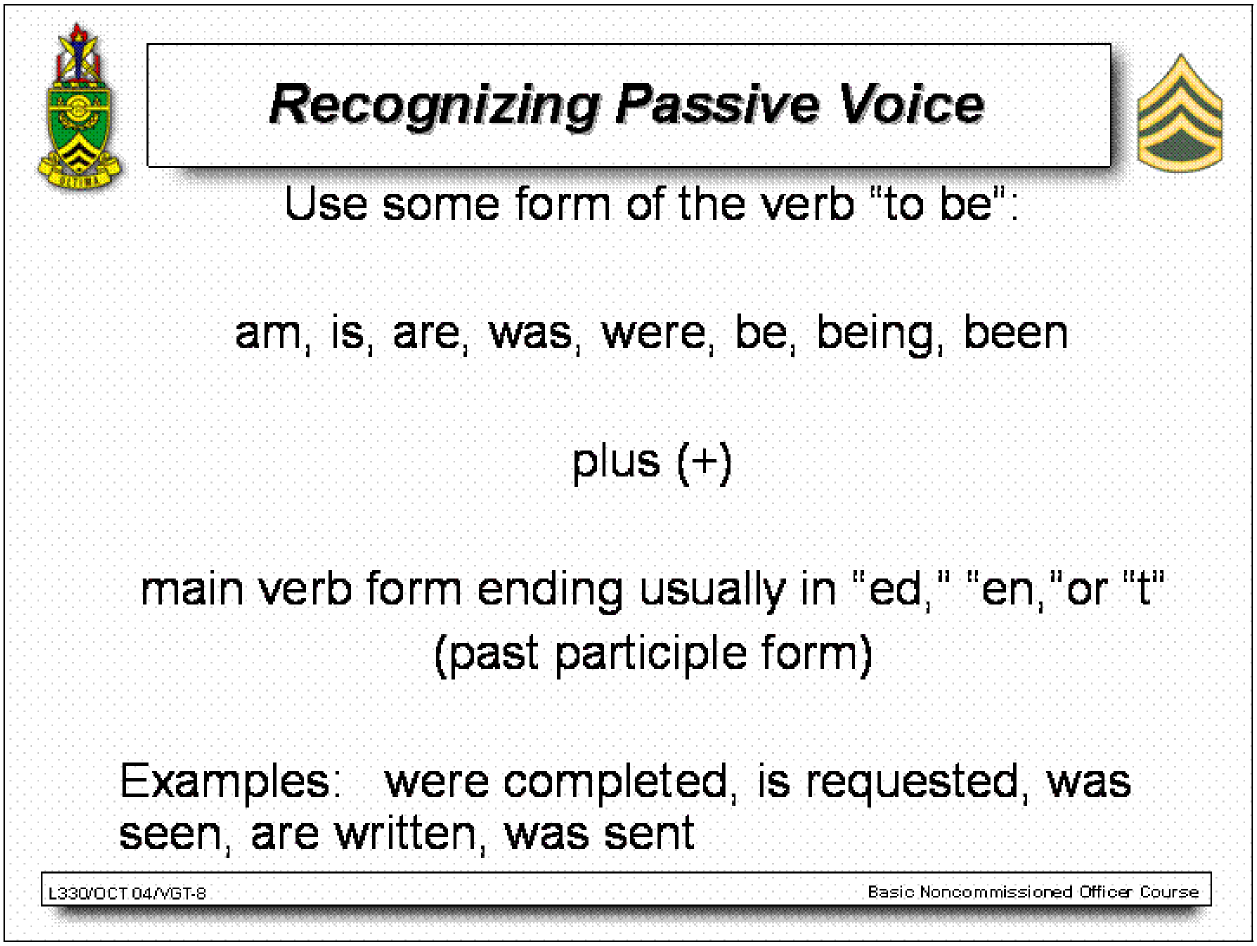
PFC Thomas broke the window.

The window was broken by PFC Thomas.

The window was broken.

L330/OCT 04/VGT-7 Basic Noncommissioned Officer Course

VGT-8, Recognizing Passive Voice



Recognizing Passive Voice

Use some form of the verb "to be":

am, is, are, was, were, be, being, been

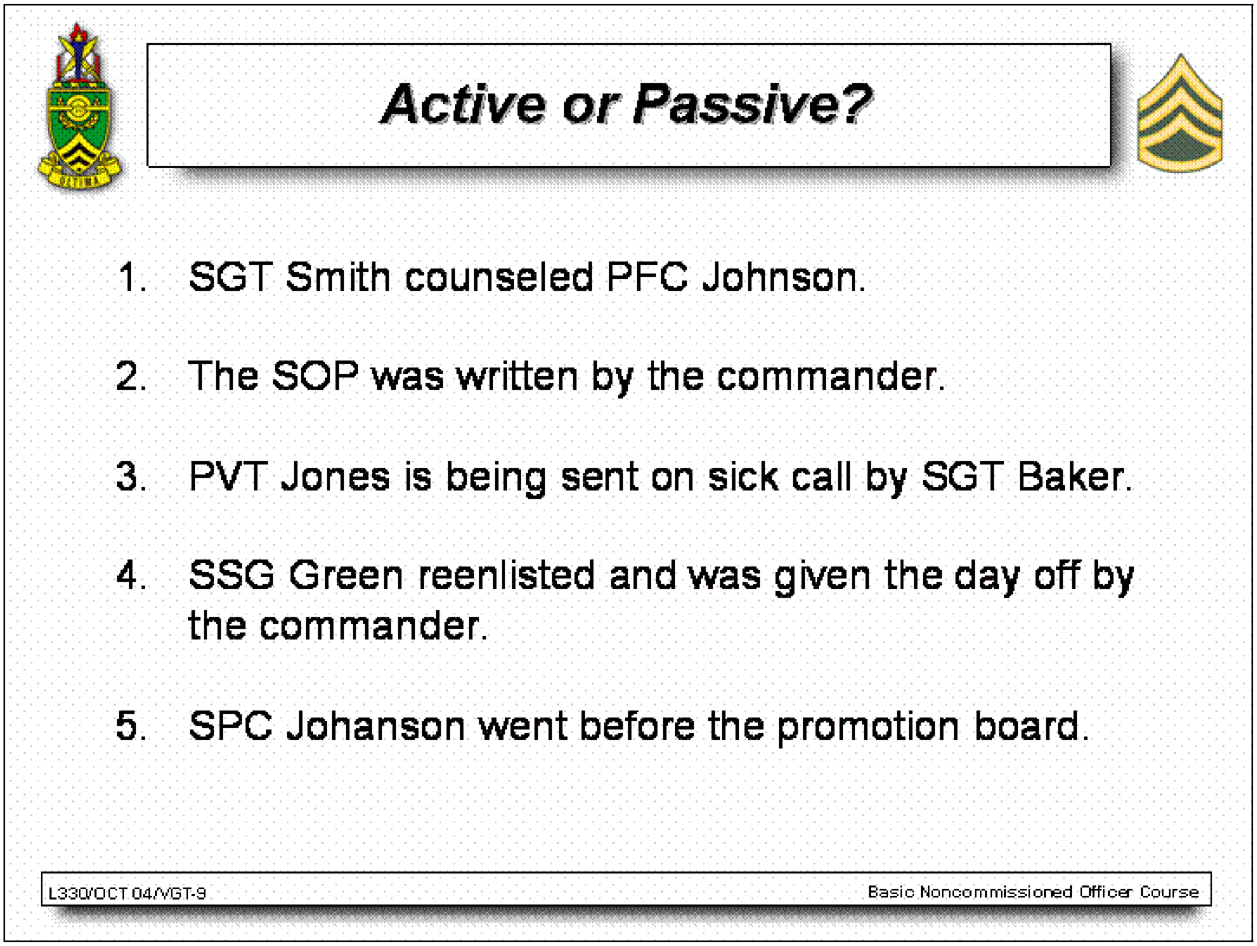
plus (+)

main verb form ending usually in "ed," "en,"or "t" (past participle form)

Examples: were completed, is requested, was seen, are written, was sent

L330/OCT 04/VGT-8 Basic Noncommissioned Officer Course

VGT-9, Active or Passive?



Active or Passive?

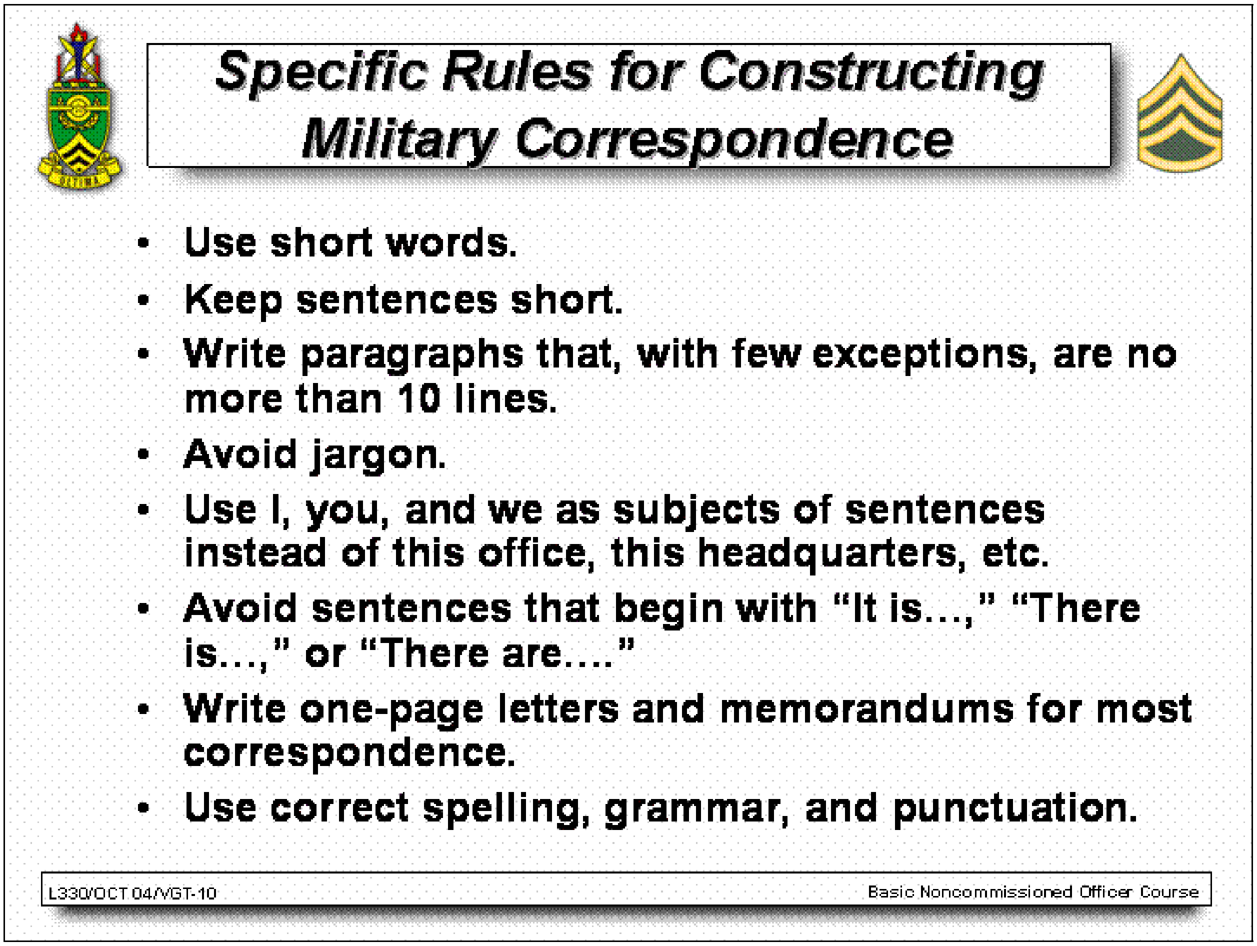
1. SGT Smith counseled PFC Johnson.
2. The SOP was written by the commander.
3. PVT Jones is being sent on sick call by SGT Baker.
4. SSG Green reenlisted and was given the day off by the commander.
5. SPC Johanson went before the promotion board.

L330/OCT 04/VGT-9 Basic Noncommissioned Officer Course

Enabling Learning Objective C

Learning Step 1

VGT-10, Specific Rules for Constructing Military Correspondence



Specific Rules for Constructing Military Correspondence

- Use short words.
- Keep sentences short.
- Write paragraphs that, with few exceptions, are no more than 10 lines.
- Avoid jargon.
- Use I, you, and we as subjects of sentences instead of this office, this headquarters, etc.
- Avoid sentences that begin with “It is…,” “There is…,” or “There are….”
- Write one-page letters and memorandums for most correspondence.
- Use correct spelling, grammar, and punctuation.

L330/OCT 04/VGT-10 Basic Noncommissioned Officer Course

Appendix B Test(s) and Test Solution(s) (N/A)

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PRACTICAL EXERCISE SHEET PE-1

Title	Punctuation, Grammar, Word Choice, and Active Voice
Lesson Number/Title	L330 version 1 / THE ARMY WRITING STYLE
Introduction	This practical exercise will evaluate your understanding of the Army writing style standards. It will also allow you to evaluate your proficiency in punctuation, grammar, word choice, and active voice writing skills.
Motivator	None
Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise. At the completion of this lesson, you [the student] will:

Action:	Implement the Army writing style.
Conditions:	As a small unit leader in a company or battalion level unit and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.
Standards:	Implemented the Army writing style by-- • Reviewing the Army writing standards. • Reviewing active voice writing techniques for producing effective Army writing. • Reviewing the general rules for constructing military correspondence. IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.

Safety Requirements	Low
Risk Assessment Level	Low
Environmental Considerations	None
Evaluation	This is not a graded PE. At the completion of this practical exercise you will discuss your solution with the members of your group. You will then receive a solution sheet with which to compare your solution.
Instructional Lead-In	You have 15 minutes to complete this practical exercise. You may use SH-4, The Army Writing Style Programmed Text, AR 25-50, and DA Pam 600-67 to assist you.

Resource Requirements	**Student Materials:** • AR 25-50 (SH-2) • DA Pam 600-67 (SH-3) • The Army Writing Style Programmed Text (SH-4) • Pencil or pen and writing paper
Special Instructions	None
Procedures	You have 15 minutes to complete this practical exercise. You may use SH-4, The Army Writing Style Programmed Text, AR 25-50, and DA Pam 600-67 to assist you.
Feedback Requirements	At the completion of this practical exercise you will discuss your solution with the members of your group. You will then receive a solution sheet with which to compare your solution.

The Army Writing Style

1. What is the goal of all Army correspondence?

   a. Active writing.
   b. Effective communication.
   c. Passive writing.
   d. Minimal errors in grammar, spelling, and punctuation.

2. One of the two essential requirements for good Army writing is using the active voice. What is the second requirement?

   a. Put the main point at the beginning.
   b. Transmit a clear message in a rapid reading.
   c. Use inverted sentence order.
   d. Use passive voice.

3. Which of the following is a true statement?

   a. The active voice hides the “doer.”
   b. The active voice usually isolates the receiver of the action.
   c. The passive voice identifies the “doer.”
   d. The passive voice usually requires more words.

4. Which of the following sentences meets the Army standard for military writing?

   a. In this office we have concluded that excessive amounts of paper are being used and wasted.
   b. It has come to my attention that this office is using and wasting excessive amounts of paper.
   c. Much paper is wasted in this office.
   d. We are wasting paper in this office.

5. Which of the following sentences has the correct punctuation?

   a. SGT Wright went to formation before he went on sick call.
   b. SGT Wright went to formation, before he went on sick call.
   c. SGT Wright went to formation; before he went on sick call.
   d. SGT Wright went to formation: before he went on sick call.

6. Which of the following statements best describes good Army writing?

   a. Writing that builds from minor points to the main point.
   b. Writing that is clear and direct by using passive voice.
   c. Writing that is clear, concise, organized, and right to the point.
   d. Writing that you can read in a single breath.

7. Which of the following is a correct way to express the date on a memorandum?

   a. 1 Oct 2003.
   b. 1 October 2003.
   c. 1 October 03.
   d. 10/01/2003.

8. Which of the following sentences has the correct punctuation?

   a. SGT Jones asked, “Where is PVT Johanson?”
   b. SGT Jones asked, “Where is PVT Johanson.”
   c. SGT Jones asked “Where is PVT Johanson?”
   d. SGT Jones asked, Where is PVT Johanson?

9. Which of the following is the correct way to express military time in a memorandum?

   a. 1:00.
   b. 1:00 p.m.
   c. 1500.
   d. 1500 hours.

10. Which of the following is a true statement?

    a. We don’t place any punctuation mark before a coordinating conjunction that joins two independent clauses.
    b. We place a colon before a coordinating conjunction that joins two independent clauses.
    c. We place a comma before a coordinating conjunction that joins two independent clauses.
    d. We place a semicolon before a coordinating conjunction that joins two independent clauses.

11. Which of the following is the correct way to express numbers in Army writing?

    a. Spell out numbers under 5 and use figures for expressing numbers 5 and higher.
    b. Spell out numbers under 10 and use figures for expressing numbers 10 and higher.
    c. Spell out numbers under 15 and use figures for expressing numbers 15 and higher.
    d. Spell out numbers under 20 and use figures for expressing numbers 20 and higher.

12. Which of the following sentences has the correct punctuation?

    a. My platoon sergeant is in ANCOC but he calls the unit once a week.
    b. My platoon sergeant is in ANCOC, but he calls the unit once a week.
    c. My platoon sergeant is in ANCOC; but he calls the unit once a week.
    d. My platoon sergeant is in ANCOC: but he calls the unit once a week.

13. Which of the following sentences has the correct punctuation?

  a. All soldiers who are CAT 4 must go to the dentist.
  b. All soldiers, who are CAT 4, must go to the dentist.
  c. All soldiers who are CAT 4, must go to the dentist.
  d. All soldiers, who are CAT 4 must go to the dentist.

14. Soon after, the committee disbanded without accomplishing its goal.

  Which punctuation rule does the above sentence demonstrate?

  a. To prevent misreading.
  b. To set off a nonrestrictive clause.
  c. To separate two independent clauses joined by a coordinating conjunction.
  d. To separate items in a series.

15. Which of the following is a true statement?

  a. Always put colons and semicolons inside closing quotation marks.
  b. Always put periods and commas inside closing quotation marks.
  c. Always put the question mark inside the closing quotation marks when it applies to the entire sentence.
  d. Always put the question mark outside the closing quotation marks when it applies to the quotation.

For numbers 16 thru 20, select the correct answer within the parenthesis.

16. The platoon sergeant (counsel, counsels) his squad leaders.

17. Neither the commander nor the 1SG (is, are) in the orderly room.

18. Nobody was in the office (accept, except) the clerk.

19. A clause or phrase that merely adds information or facts that are not essential to the meaning of the sentence is (restrictive, nonrestrictive).

20. Neither the mechanics nor the motor sergeant (has, have) the new technical manual.

For numbers 21 thru 25, identify the sentence as active or passive.

21. SGT Williams is learning the Army writing style.

22. I will be evaluated on Army writing on my academic evaluation report.

23. PV2 Cooper fired his M16A2 rifle; he fired expert.

24. The warning order has already been sent by the S3.

25. The newly assigned SGT is being told by the platoon sergeant that he will be the second squad leader.

SOLUTION FOR
PRACTICAL EXERCISE PE-1

Title: Punctuation, Grammar, Word Choice, and Active Voice

Answers:

1.	b	Ref: AR 25-50, Chap 1, para 1-43
2.	a	Ref: AR 25-50, Chap 1, para 1-44a
3.	d	Ref: AR 25-50, Chap 1, para 1-44d(3)
4.	d	Ref: AR 25-50, Chap 1, para 1-44 and 1-45
5.	a	Ref: SH-4, p SH-4-34, frame 130
6.	c	Ref: AR 25-50, Chap 1, para 1-44b
7.	b	Ref: AR 25-50, Chap 2, para 2-4a(2)c
8.	a	Ref: SH-4, p SH-4-23, frame 269
9.	c	Ref: AR 25-50, Chap 1, para 1-28
10.	c	Ref: SH-4, p SH-4-24, frame 120
11.	b	Ref: SH-4, p SH-4-47, frame 293
12.	b	Ref: SH-4, p SH-4-24, frame 120
13.	a	Ref: SH-4, p SH-4-30, frame 176
14.	a	Ref: SH-4, p SH-4-41 and SH-4-42, frames 187 and 188
15.	b	Ref: SH-4, p SH-4-24, frame 270
16.	counsels	Ref: SH-4, SH-4-46, frame 42
17.	is	Ref: SH-4, SH-4-21, frame 67
18.	except	Ref: SH-4, SH-4-39 and SH-4-40, frames 285 and 286 and the dictionary
19.	nonrestrictive	Ref: SH-4, SH-4-23 and SH-4-24, frames 169 and 170
20.	has	Ref: SH-4, SH-4-25, frame 71
21.	active	Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)
22.	passive	Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)
23.	active	Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)
24.	passive	Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)
25.	passive	Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)

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PRACTICAL EXERCISE SHEET PE-2

Title	Promotion Board Memorandum
Lesson Number/Title	L330 version 1 / THE ARMY WRITING STYLE
Introduction	This practical exercise requires you to review a draft informal memorandum. You must identify passive voice; errors in spelling, capitalization, punctuation, grammar, and format; and all other specific rules of constructing correspondence IAW AR 25-50.
Motivator	The goal of all Army correspondence is effective communication. To be a successful Army leader and to communicate effectively, you must be able to write correspondence that transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage. Your writing must be concise, organized, and right to the point. Your writing will leave an impression on you, as well as your organization.
Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise. At the completion of this lesson, you [the student] will:

Action:	Implement the Army writing style.
Conditions:	As a small unit leader in a company or battalion level unit and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.
Standards:	Implemented the Army writing style by— • Reviewing the Army writing standards. • Reviewing active voice writing techniques for producing effective Army writing. • Reviewing the general rules for constructing military correspondence. IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.

Safety Requirements	Low
Risk Assessment Level	Low
Environmental Considerations	None
Evaluation	This is not a graded PE. At the completion of this practical exercise you will discuss your solution with the members of your group. You will then receive a solution sheet with which to compare your solution.

Instructional Lead-In	None
Resource Requirements	**Student Materials:** • AR 25-50 (SH-2) • DA Pam 600-67 (SH-3) • The Army Writing Style Programmed Text (SH-4) • Pen or pencil and writing paper.
Special Instructions	None
Procedures	1. You are a section sergeant and are preparing an informal memorandum for the soldiers in your section. You prepared your initial draft (C-10) and are just now able to review and finalize it. The information contained in the heading is correct. This memorandum will not have a suspense date. Use today's date. 2. You have 15 minutes to review the memorandum, identify the errors, and rewrite the memorandum correcting the errors. You must identify passive voice; errors in spelling, capitalization, punctuation, grammar, and format; and any other errors not in compliance with the specific rules of constructing correspondence IAW AR 25-50.
Feedback Requirements	This is not a graded PE. At the completion of this practical exercise you will discuss your solution with the members of your group. You will then receive a solution sheet with which to compare your solution.

ATSS-DCD Today's Date

MEMORANDUM FOR All Section Members

SUBJECT: Preparing for the Promotion Board

1. This memorendum will provide you with information that will help you better prepare for the local promotion board.

2. You will be evaluated in six areas: personnel appearance, bearing, and self-confidence; oral expression and conversational skills; knowledge of world affairs; awareness of military programs; knowledge of basic soldering; and attitude.

3. There are three actions that you can take that will help you have a successful board appearance. Those actions are studying, preparing your uniform, and rehearsing.

a. STUDYING. Get a copy of the memorandum that tells when the board is who the board members are and what subjects will be asked. Study the questions and answers in the battalion study guide in these areas but also be prepared to answer other questions. Read the newspaper watch the news and be prepared to express your opinions on local, national, and world events. No your chain of command and unit history.

b. PREPARING YOUR UNIFORM. I will check the fit of the uniform of every soldier appearing before the board. If needed, turn your uniform in for alteration's and cleaning. When sitting up your uniform, use a ruler and check placement of all items IAW ar 670-1.

c. REHEASING. Practice reporting to the president of the board. To build your self-confidence practice answering questions. If you don't no the answer to a question, don't loose your military bearing. Be prepared to tell the board members why you think you should be promoted.

YOUR LAST NAME, YOUR FIRST NAME
YOUR RANK, USA
Section Sergeant

SOLUTION FOR
PRACTICAL EXERCISE PE-2

Title: Promotion Board Memorandum

You should have identified the following errors:

Para 1, line 1, spelling “memorendum” should be “memorandum”

Para 2, line 1, passive voice “be evaluated”

Para 2, line 1, word choice, “personnel” should be personal

Para 2, line 3, spelling “soldering” should be soldiering

Para 3, line 1, sentence begins with “There are”

Para 3a, first sentence, sentence not punctuated properly and passive voice “be asked”

Para 3a, second sentence, sentence not punctuated properly and passive voice “be prepared”

Para 3a, third sentence, sentence not punctuated properly and passive voice “be prepared”

Para 3a, fourth sentence, word choice, “No” should be “Know”

Para 3b, second sentence, punctuation, “alteration’s” should be “alterations”

Para 3b, third sentence, word choice, “sitting” should be “setting” and capitalization, “ar” should be “AR”

Para 3c, heading, spelling, “REHEASING” should be “REHEARSING”

Para 3c, second sentence, punctuation, comma after introductory clause

Para 3c, third sentence, word choice, “no” should be “know” and “loose” should be “lose”

Para 3c, fourth sentence, passive voice, “Be prepared” and “be promoted”

Signature Block, format, should begin at the center of the page.

ATSS-DCD Today's Date

MEMORANDUM FOR All Section Members

SUBJECT: Preparing for the Promotion Board

1. This **memorandum** will provide you with information that will help you better prepare for the local promotion board.

2. **The board members will evaluate** you in six areas: **personal** appearance, bearing, and self-confidence; oral expression and conversational skills; knowledge of world affairs; awareness of military programs; knowledge of basic **soldiering**; and attitude.

3. **Studying, preparing your uniform, and rehearsing are three actions that will help you have a successful board appearance.**

a. STUDYING. Get a copy of the memorandum that tells when the board is**,** who the board members are**,** and what subjects **they will ask**. Study the questions and answers in the battalion study guide in these areas**,** but also **prepare yourself** to answer other questions. Read the newspaper**,** watch the news**,** and **prepare yourself** to express your opinions on local, national, and world events. **Know** your chain of command and unit history.

b. PREPARING YOUR UNIFORM. I will check the fit of the uniform of every soldier appearing before the board. If needed, turn your uniform in for **alterations** and cleaning. When **setting** up your uniform, use a ruler and check placement of all items IAW **AR** 670-1.

c. **REHEARSING**. Practice reporting to the president of the board. To build your self-confidence**,** practice answering questions. If you don't **know** the answer to a question, don't **lose** your military bearing. **Prepare a statement to tell the board members why you deserve a promotion.**

YOUR LAST NAME, YOUR FIRST NAME
YOUR RANK, USA
Section Sergeant

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HANDOUTS FOR LESSON 1: L330 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1
SH-2, Extracted Material from AR 25-50	SH-2-1
SH-3, Extracted Material from DA Pam 600-67	SH-3-1
SH-4, The Army Writing Standard Programmed Text	SH-4-1 thru SH-4-54

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Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of 1 hour 5 minutes of conference/discussion and 45 minutes of practical exercise.

Overview

As a leader you must prepare written correspondence to your leaders and subordinates in accordance with the Army writing style. The Army writing style requires this correspondence to be effective in communicating your ideas and thoughts in a concise, organized, and main point first format to your target audience. This lesson will show you how to be successful in preparing your correspondence to meet the standards and procedures outlined in AR 25-50 and DA Pam. 600-67.

Learning Objective

Terminal Learning Objective (TLO).

Action:	Implement the Army writing style.
Conditions:	As a small unit leader in a company or battalion level unit and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.
Standards:	Implemented the Army writing style by-- • Reviewing the Army writing standards. • Reviewing active voice writing techniques for producing effective Army writing. • Reviewing the general rules for constructing military correspondence. IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.

ELO A	Review the Army writing standards.
ELO B	Review active voice writing techniques for producing effective Army writing.
ELO C	Review the general rules for constructing military correspondence.

Assignment

The student assignments for this lesson are:

- Read Student Handout 1, Advance Sheet.
- Read Student Handout 2, Extracted Material from AR 25-50.
- Read Student Handout 3, Extracted Material from DA Pam 600-67.
- Complete Student Handout 4, The Army Writing Style Programmed Text.

Additional Subject Area Resources

None

Bring to Class

- Pen or pencil and writing paper.
- Reading material list on advance sheet.

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Student Handout 2

Extracted Material from AR 25-50

This student handout contains 27 pages of extracted material from the following publication:

AR 25-50, Preparing and Managing Correspondence, 3 June 2002

Cover Page	not numbered
Chapter 1	pages 1 thru 7
Chapter 2	pages 8 thru 11, 23, and 27 thru 29
Appendix B	pages 65 thru 75

Disclaimer: The training developer downloaded the extracted material from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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Army Regulation 25–50

Information Management

Preparing and Managing Correspondence

Headquarters
Department of the Army
Washington, DC
3 June 2002

UNCLASSIFIED

Chapter 1
Preparing Correspondence

Section I
General

1–1. Purpose
This regulation prescribes Department of the Army (DA) policies, procedures, and standard formats for preparing and processing Army correspondence.

1–2. References
Required and related publications and prescribed and referenced forms are listed in appendix A.

1–3. Explanation of abbreviations and terms
Abbreviations and terms used in this regulation are explained in the glossary.

1–4. Responsibilities
a. The Administrative Assistant to the Secretary of the Army will—

(1) Establish policies and procedures for preparing correspondence on behalf of the Secretary of the Army.

(2) Oversee Army correspondence on behalf of the Secretary of the Army.

b. The Deputy Chief of Staff for Personnel will develop policy and direction of correspondence management for DA.

c. The Deputy Chief of Staff for Operations and Plans will incorporate effective and efficient Army writing into training policy and will fund any special requirements.

d. Heads of Headquarters, Department of the Army (HQDA) agencies and commanders of major Army commands (MACOMs), installations, activities, and units will supervise and manage the Correspondence Management Program within their agencies or commands.

e. Commanders at all levels will actively support effective and efficient Army writing by working to eliminate poor writing in their commands and providing training opportunities for all Army writers.

1–5. Restrictions to this regulation
This regulation has been made as complete as possible to avoid the need to issue additional instructions. The correspondence formats outlined in this regulation take precedence over format instructions outlined in other regulations or directives. Therefore, supplements to this regulation will be restricted to instructions that are unique to an agency or command. Guidance found in DA Memo 25–52, dated 15 September 1996 (Staff Action Process and Correspondence Policies), must be followed when preparing correspondence for signature by the Secretary of Defense; Secretary of the Army; Chief of Staff, Army; Vice Chief of Staff, Army; and the Director of the Army Staff.

1–6. Objectives
The objectives of this regulation are to—

a. Create a standard of acceptance for written communication in the Army.

b. Provide clear instructions for the preparation of all correspondence. This should reduce the time needed for training in this area.

c. Reduce the cost of preparing correspondence.

d. Standardize the preparation and distribution of correspondence.

Section II
General Correspondence Guidance

1–7. Methods of communication
a. Personal or telephone contact. Whenever possible and appropriate, conduct official business by personal contact, local telephone, Defense Switched Network (DSN) or electronic mail (e-mail). A memorandum for record (MFR) should be used to document any decisions or agreements reached during these communications.

b. Memorandum. The memorandum will be used for correspondence within a department or agency, as well as for routine correspondence to Federal Government agencies outside the Department of Defense (DOD). Do not use the memorandum format for corresponding with the families of military personnel or private businesses. See paragraph 2–2 for the proper use of the memorandum.

c. Letter. Letters will be used for correspondence addressed to the President or the Vice President of the United States, members of the White House staff, members of Congress, Justices of the Supreme Court, heads of departments and agencies, State governors, mayors, foreign government officials, and the public. Letters may also be used to address individuals outside the department or agency when a personal tone is appropriate, such as in letters of commendation or condolence. See paragraph 3–2 for the proper use of the letter.

d. Electronic mail. Electronic mail may be used for unclassified organizational and individual information transfer.

e. Automated Digital Network (AUTODIN) messages. Use electronically transmitted AUTODIN messages or commercial telephone only when other means of transmission will not suffice.

1–8. Direct communications

Send correspondence as directly as possible to the action office concerned. See paragraph 2–4*a*(4). Include the action officer's name and office symbol when addressing correspondence.

1–9. Routing through channels

a. Routing action correspondence. Route correspondence through commands, agencies, or offices expected to exercise control or to take action.

b. Bypassing intermediate headquarters. Correspondence will not be routed through a headquarters that has no interest or concern in the matter or action. However, a copy of the communication and the referral action will be sent to the command, agency, or office that was bypassed. Routine correspondence may bypass intermediate headquarters when—

(1) It is apparent that the intermediate headquarters is not concerned.

(2) No action is required.

(3) No controls need to be exercised.

c. Routing directly to the addressee. When there is not enough time to route a communication through channels and still meet a suspense date, send it directly to the addressee. This is an exception to 1–9*a*. At the same time, send a copy of the communication and referral action to the organizations that were bypassed.

d. Using technical channels. Use technical channels to route correspondence that deals with technical matters. This includes technical reports, instructions, or requests for information that do not involve command matters. Before using technical channels, ensure that the action is not one that should be sent through command channels. Do not use FOR THE COMMANDER on the authority line of technical channel correspondence.

1–10. Quality of writing

Department of the Army writing will be clear, concise, and effective. Army correspondence must aid effective and efficient communication and decision making. Writing that is effective and efficient can be understood in a single rapid reading and is generally free of errors in grammar, mechanics, and usage. Refer to paragraphs 1–43 through 1–46 of chapter 1 and appendix B of this regulation and to DA Pamphlet (Pam) 600–67, Effective Writing for Army Leaders, for more information on effective and efficient Army writing. The standards contained in these references are the mandated Army style.

1–11. Rewriting, retyping, and drafts

a. Correspondence and mission accomplishment. Correspondence helps the Army accomplish its mission. Information clarity and efficient mission accomplishment are the most important aspects of correspondence.

b. Rewriting. Excessive revisions to create a perfect product are a waste of time. The objectives of good correspondence are clarity and brevity. Do not rewrite internal DA correspondence unless it is clearly inadequate for the intended purpose. Do not rewrite to correct minor errors in format, arrangement, and phraseology unless the correspondence is going outside DA or to the general public.

c. Retyping. Do not retype DA correspondence to correct typographical errors, word omissions, or other minor errors unless the changes are so numerous that the end result looks sloppy. Make corrections neatly and legibly with pen and ink.

d. Drafts. When correspondence must be prepared for the approval or concurrence of another office, submit it in draft form (unless it is known that it will not be changed). The approving or reviewing official will approve and return the draft. Prepare the final correspondence for signature and attach the draft to the record copy.

1–12. Review of outgoing correspondence

Keep the number of times outgoing correspondence is reviewed to a minimum. Normally, make one review for grammar, format, and content. When available, use electronic spell check. The senior secretary or administrative officer of an organization should provide a final review of all the correspondence prepared for the signature of the signing official.

1–13. Form letters

The term "form letter" is a generic term and encompasses memorandums and letters. Form letters save time and money and often provide a higher level of quality than composed letters.

a. Economy. The form letter, when designed and used properly, is the most economical of all correspondence media.

b. Appropriateness. Use a form letter to convey information about impersonal or routine matters.

c. Flexibility. Form letters that are well designed provide flexibility and can be adapted to serve almost all the needs for which a form letter is economical and appropriate.

d. Forms approval and control. See AR 25–30, The Army Publishing and Printing Program, for information on approval procedures and forms control.

1–14. Exclusive For correspondence

a. Use. Use Exclusive For correspondence for matters of a sensitive or privileged nature. Keep its use to a minimum to avoid delay of action if the named addressee is absent or unavailable to receive and act on the correspondence. Prepare Exclusive For correspondence in either the letter or memorandum format.

b. Addressing. Address Exclusive For correspondence to the name and title of the addressee.

c. Handling. When preparing Exclusive For correspondence, place it in a sealed envelope. Type and underline the words *Exclusive For* on the envelope. Distribution center and mailroom workers will give this kind of mail to addressees unopened.

d. Personal For. The term *Personal For* is not authorized for use on Army correspondence, but it is used in certain electronic message traffic as prescribed in AR 25–11, Record Communications and the Privacy Communications System.

Section III
Specific Correspondence Guidance

1–15. Dissemination of command instructions

The acronyms ALARACT (all Army activities) and ARSTAF (Army Staff) are used only in electronically transmitted messages. These acronyms assign responsibility for distribution instructions. Do not use them in Army correspondence.

1–16. Abbreviations and brevity codes

a. Memorandums. Use abbreviations and brevity codes authorized in AR 310–50, Authorized Abbreviations and Brevity Codes, for memorandums. Use standard dictionaries for abbreviations not contained in AR 310–50. Prescribing regulations for various technical fields also provide authorized abbreviations, acronyms, and brevity codes. Abbreviated ranks are authorized for memorandums and personal correspondence. General officers will use their full rank on all formal or official correspondence.

b. Letters. Use only common abbreviations found in standard dictionaries. Do not use military abbreviations, brevity codes, acronyms, or military jargon in letters addressed to persons outside the Department of Defense. Military personnel will use their full rank (for example, Lieutenant General, Major General, Captain, Sergeant First Class, and so forth) for letters.

c. Abbreviation guidelines.

(1) Established abbreviations are acceptable in all but the most formal writing. For reading ease, use only well-known abbreviations or those you think would be known by the recipient.

(2) When a word or title that is not well known will be used more than once in a document, place the abbreviated form in parentheses after the first time the word or title is used. Thereafter, only the abbreviated form is used. Do not place the abbreviated form of a word or title after the spelled out version of the word or title if the word or title will not be used more than once.

(3) Do not place a period after abbreviated words in addresses, for example, St (street), Blvd (Boulevard), and so forth. The word *Fort* can be abbreviated (Ft) when used with a location.

1–17. Acronyms

Use military and civilian acronyms in memorandums, if appropriate. Do not, however, use military acronyms when writing to individuals or organizations who would not be familiar with their use. When an acronym that is used more than once is not well known or is not contained in AR 310–50, spell out the word or title the first time it is used and follow it with the abbreviated form. Thereafter, the acronym may be used. Above all, do not overuse acronyms.

1–18. Letterhead

a. Letterhead identifies the originating agency and provides the agency's complete standardized mailing address. The letterhead does not show the organizational structure of the agency, nor should it do so. Therefore, do not make internal office designations part of the letterhead.

b. Computer-generated letterhead will be used for all official correspondence and will conform to the following:

(1) Use only the approved letterhead template provided by US Army Publishing Agency at www.usapa.army.mil.

(2) No other seal, emblem, decorative device, distinguishing insignia, slogans, or mottos will be used unless approved by the Secretary of the Army.

(3) All computer-generated letterhead will be printed on white paper.

(4) Letterhead will be printed with black ink.

1–19. Paper

Paper used for Army correspondence will be the standard 8 ½ - by 11-inch size. Continuing efforts will be made to conserve paper and to minimize the use of high cost premium grade paper by adhering to the following:

a. Original pages. Use computer-generated letterhead for the first page of all formal memorandums and letters except when an approved form is prescribed. Use plain white paper for continuing pages.

b. Copies.

(1) Use photocopies of original pages when sending outside the originating agency.

(2) Use photocopies for record copies if necessary. Type, stamp, or write clearance or coordination ladders only on record copies.

1–20. Type fonts and sizes

When creating official correspondence, use type fonts and sizes that make the correspondence easy to read and understand. The following guidelines will provide the best results:

a. A font with a point size smaller than 12 or larger than 14 should be avoided. When possible, a 12-point size will be used.

b. Preferred type fonts are Times Roman and Times New Roman.

c. Unusual type styles, such as script, should not be used to create official correspondence.

1–21. Ink color

Use black or blue ink to sign communications. Black ink will be used to stamp dates and signature blocks.

1–22. Using one side of paper

Prepare original correspondence using only one side of a sheet of paper; however, correspondence should be reproduced on both sides of the paper.

1–23. Copies

a. Record copy. Make one record or file copy of correspondence after original has been signed and dated. Stamp or write “record copy” or “file copy” along the edge of the right margin. Maintain file copies in accordance with Army recordkeeping system requirements.

b. Reading file copies. If reading files are used, maintain in accordance with Army recordkeeping system requirements.

c. Copies furnished. Use “copies furnished” to keep other than the prime addressee informed of an action. Make copies after original has been signed and dated.

1–24. Classified and special handling correspondence

a. General. Information that requires protection against unauthorized disclosure in the interest of national security shall be classified. Correspondence containing classified information will be safeguarded as prescribed in AR 380–5, Department of the Army Information Security Program. The contents of a classified communication will be revealed only to individuals who have the appropriate security clearance and whose official duties require such information.

b. Marking classified correspondence. See chapter 8 and AR 380–5 for detailed instructions on marking and downgrading instructions.

c. Use of FOR OFFICIAL USE ONLY (FOUO) marking. See AR 25–55, The Department of the Army Freedom of Information Act Program, for the proper use and marking of FOUO material.

1–25. Identification of writer

Normally, when writing any type of correspondence, the writer will be identified by military rank or civilian prefix, name, telephone number, and if appropriate, facsimile number and e-mail address. This information is generally placed in the last paragraph of the correspondence.

1–26. Identification of originating office

a. Office symbols are used to identify the office of origin for memorandums and electronically transmitted messages within the DA. Use the office symbols when addressing or replying to memorandums.

b. Office titles are used to identify the office of origin for letters. See paragraph 3–7*a*(2)(*b*).

1–27. Expression of date

a. Dates on memorandums. Express dates on memorandums in only these two ways: 1 January 2000 or 1 Jan 00. The four digits for the year will be used only when the month is spelled out or when date stamps reflect abbreviated months and four-digit year.

b. Dates on letters. Express dates on letters and refer to dates within letters only in this way: January 1, 2000.

c. Separating date elements. Avoid separating any of the three date elements (day, month, and year) from each other, but if it is absolutely necessary, the four-digit year may be carried over to the next line when the month is spelled out.

1–28. Expressing time

Military time will be expressed in a group of four digits, ranging from 0001 to 2400 based on the 24-hour clock system. The first two digits represent the hour after midnight and the last two digits represent the minutes. For example, 1:37 p.m. civilian time is expressed as 1337 military time. The word *hours* will not be used in conjunction with military time. Use civilian time in letters.

1–29. Suspense date

a. Use a suspense date on memorandums when a reply is required by a certain date. (See fig 2–2.) Suspense dates should be reflected in the body text and appear in bold. Do not use suspense dates on letters.

b. Consider the following time factors in setting a suspense date on correspondence:

(1) Number of days required to transmit the communications.

(2) Number of days needed to complete the action.

(3) Number of days required to transmit the reply.

1–30. Addressing

Address correspondence and envelopes as prescribed in AR 25–51, Official Mail and Distribution Management, and chapter 5 of this regulation.

1–31. References

List references in the first paragraph of the correspondence. Enclose copies of references that are not readily available to the addressee. List and number references in the order they appear in the correspondence. When references do not appear in the text of the correspondence, list them in ascending date order (oldest to most recent). Include the following information as a minimum:

a. Publications. When listing publications, include the number, title, and date, for example, AR 25–50, Preparing and Managing Correspondence, 21 Nov 88; and (for a supplement and change) USASC, Suppl 1, 3 Mar 95, to AR 710–2, Inventory Management Supply Policy Below the Wholesale Level, 31 Oct 97; and Change 2, 15 Oct 99, to DA Pam 27–9, Military Judges' Benchbook, 30 Sep 96.

b. Correspondence. When referencing correspondence, include the type of correspondence, organization of origin, office symbol, date, and the subject of the correspondence, for example, Memorandum, HQ USAMC, AMCIO–F, 20 Feb 88, subject: Training for AMC Personnel; and Message, HQ TRADOC, ATPL–TD–OR, 101623Z Sep 84, subject: Correspondence Management. When referencing e-mail or facsimiles, use the name of the sender and the office symbol (if included), for example, E-mail, HQ TRADOC (ATPL–TD–OR), Mr. Sam Jones, 3 Nov 96, subject: Correspondence Management; and Fax, HQ FORSCOM, Ms. Ella Johns, 25 Feb 97, subject: Copier Management.

c. Referencing classified or unclassified material. (See chap 8 for portion marking.) Use the following guidelines when referencing unclassified material in a classified document or referencing classified material in a classified or unclassified document.

Note. When the reference contains classified information or is required to be placed within a classified document, portion-mark the reference and the subject of the reference with the appropriate classification symbol. See AR 380–5 for guidance.

(1) When referencing a classified document in unclassified correspondance, show the classification of both the referenced material and the subjuct, for example, Secret message, HQ TRADOC, ATCG, 201623Z Sep 94, subject: Correspondence Management (U).

(2) When referencing unclassified correspondence in a classified document, show the classification of the referenced material and the subject, for example, (U) Unclas message, HQ TRADOC, ATPL–TD–OR, 201623Z Sep 84, subject: Correspondence Management (U).

(3) When referencing a classified document that has a classified subject in classified correspondence, show the classification of both the reference and its subject, for example, (C) Secret message, HQ TRADOC, ATCG, 201623Z Sep 94, subject: Correspondence Management (C).

(4) When drafting an unclassified document and the subject of the reference(s) is classified, the document must show the classification assigned to the referenced subject. The document then becomes classified to the level of the reference cited and must be marked appropriately. (See AR 380–5 and chap 8 for proper marking of classified correspondence.)

(5) When drafting an unclassified piece of correspondence that contains a mixture of classified and unclassified references although all subjects are unclassified, show the classification marking for each reference. Here are examples of references:

(a) (U) Secret message, HQ TRADOC, ATCG, 201623Z Sep 94, subject: Correspondence Management (U).

(b) Unclas memorandum, HQ TRADOC, ATCG, 20 Sep 94, subject: Correspondence Management (U).

(c) (U) Conf message, HQDA, DAPC–ZX, 201624Z Sep 94, subject: Correspondence Management (U).

(6) When preparing messages or when referencing correspondence on messages within messages, see AR 25–11 for guidance.

(7) When drafting unclassified correspondence that contains unclassified references, do not mark it to indicate its unclassified status.

d. Paragraphs of regulations or publications.

(1) When citing a regulation or publication, cite its number, name, and date: DA Pam 600–67, Effective Writing for Army Leaders, June 1986.

(2) When referencing a specific paragraph in a regulation or publication, cite the regulation or publication number, name, paragraph, and date, for example, DA Pam 600–67, Effective Writing for Army Leaders, paragraph 3–1a, June 1986. If the regulation has been listed as a reference in the first paragraph of the memorandum, additional references need only include the paragraph number and the number of the regulation, for example, DA Pam 600–67, paragraph 3–1a.

e. Telephone conversations or meetings. When referencing telephone conversations or meetings, first cite the communication, then the individuals' headquarters or office of location, the date, and the subject, if applicable:

(1) Reference telephone conversation between Mr. Smith, this office, and Ms. Jones, TRADOC, 23 Jan 95, subject: Office Copiers.

(2) Reference meeting between Ms. Jones, TRADOC, and Mr. Smith, this office, 23 Jan 95, subject: Office Copiers.

f. Referencing material that has the same subject. The term "subject as above" or the acronym "SAB" may be used in lieu of stating the subject in memorandums. This does not apply to letters.

1–32. Authority lines

Chapter 6 explains in detail the composition and proper use of authority lines.

1–33. Complimentary close

Chapter 3 explains in detail the composition and proper use of complimentary close.

1–34. Signature blocks

Chapter 6, section II, explains in detail the composition and proper use of signature blocks for military and civilian personnel.

1–35. Postscripts

A postscript (P.S.) is an informal technique to add an afterthought to a communication; do not use in official correspondence.

1–36. Page and paragraph numbering

See chapters 2 and 3 for exact guidance on paragraph and page numbering and placement of the page number.

1–37. Underlining, using boldface type, and italicizing for emphasis

Use underlining, boldface type, and italics only to emphasize a specific or important fact. Overuse of these methods for emphasis (like overuse of the exclamation point) defeats its own purpose. In general, substitute more specific or forceful words to gain emphasis.

1–38. Distribution formulas

Develop a distribution formula that is easy to understand and use. Ensure that it is a fast and cost-effective way to distribute information to a great number of addresses. Do not use internal distribution formulas for correspondence external to your command or installation. (See AR 25–51.)

1–39. Identifying and listing enclosures

Use enclosures for memorandums and letters. Number and attach all enclosures in the same order in which they appear in the body of the correspondence. Place the identification of each enclosure in the lower right corner of the first page, in pencil, before making copies. Specify enclosures in the text. See paragraph 4–2 for proper listing of enclosures. Attachments to enclosures are referred to as enclosures to enclosures (for example, enclosure 3 to enclosure 2).

1–40. Nine-digit ZIP Code (ZIP+4 Code)

Use the ZIP+4 Code on all return envelope addresses and on all "FOR" addresses. The ZIP+4 Codes will be used on all letterhead.

1–41. NATO correspondence
Correspondence for NATO purposes is governed by Standardization Agreements. See guidance in appendix F.

1–42. Recordkeeping requirements
This regulation requires the creation, maintenance, and use of the specific record FN 25–50a (Delegation of signature authority), in accordance with AR 25–400–2.

Section IV
Effective Writing and Correspondence: The Army Writing Style

1–43. Goal
The goal of all Army correspondence is effective communication.

1–44. Standards for Army writing
a. Effective Army writing transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage.

b. Good Army writing is concise, organized, and right to the point. Two essential requirements include putting the main point at the beginning of the correspondence and using the active voice (for example (*main point up front*), "You are entitled to jump pay for the time you spent in training last year").

c. The standard English sentence order, subject-verb-object, works best. It speeds communication and helps the reader understand the main point.

d. Active writing—

(1) Emphasizes the doer of the action.

(2) Shows who or what does the action in the sentence, or puts the doer before the verb.

(3) Creates shorter sentences. Eliminating the passive voice reduces the number of words in a sentence.

(a) Passive: The PT test was passed by SGT Jones (eight words).

(b) Active: SGT Jones passed the PT test (six words).

e. The passive voice is easy to recognize. A verb in the passive voice uses any form of "to be" plus the past participle of a main verb (for example, am, is, are, was, were, be, being, been), plus a main verb usually ending in "en" or "ed" (for example, were completed, is requested).

1–45. Constructing military correspondence
a. General techniques. Focus first on the main point to construct basic military correspondence. Use of the active voice is the basic style of Army writing.

b. Specific techniques. Meeting the standards for correspondence requires specific techniques. Use these additional rules of correspondence construction to improve effectiveness.

(1) Use short words. Try not to use more than 15 percent over two syllables long.

(2) Keep sentences short. The average length of a sentence should be about 15 words.

(3) Write paragraphs that, with few exceptions, are no more than 10 lines.

(4) Avoid jargon.

(5) Use correct spelling, grammar, and punctuation.

(6) Use I, you, and we as subjects of sentences instead of this office, this headquarters, this command, all individuals, and so forth.

(7) Write one-page letters and memorandums for most correspondence. Use enclosures for additional information.

(8) Avoid sentences that begin with "It is ...," "There is ...,"or "There are ...."

1–46. Packaging correspondence
a. Structure. The simplified formats in this regulation are specific ways of structuring particular kinds of correspondence. Packaging, however, applies to all Army writing.

b. Framework. Packaging is the general framework of military writing style. All formats start with this standard structure and are tailored to each type of correspondence.

c. Packaging. Structure correspondence for easy quick reading:

(1) First, open with a short, clear purpose sentence.

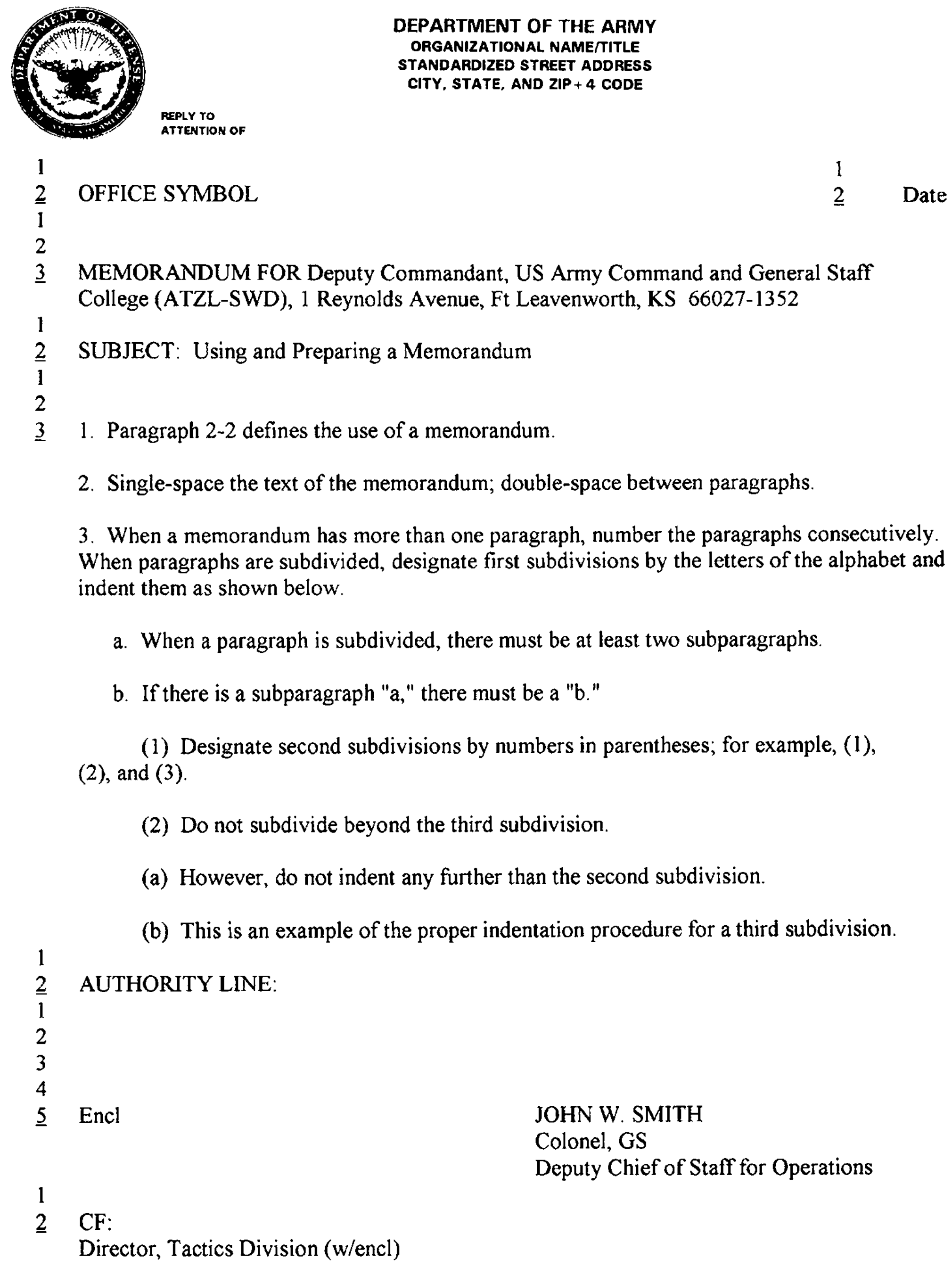
(2) Next, put the recommendation, conclusion, or more important information as the main point. (These first two steps can be combined in some correspondence.)

(3) Last, clearly separate each section. Use short paragraph headings or section titles.

Chapter 2
Memorandums—Special Purpose Memorandums

Section I
Memorandums

2–1. General
There are two types of memorandums: formal and informal. Figures 2–1 through 2–18 illustrate examples of usage and general rules.



DEPARTMENT OF THE ARMY
ORGANIZATIONAL NAME/TITLE
STANDARDIZED STREET ADDRESS
CITY, STATE, AND ZIP+4 CODE

REPLY TO
ATTENTION OF

1 1
2 OFFICE SYMBOL 2 Date
1
2
3 MEMORANDUM FOR Deputy Commandant, US Army Command and General Staff College (ATZL-SWD), 1 Reynolds Avenue, Ft Leavenworth, KS 66027-1352
1
2 SUBJECT: Using and Preparing a Memorandum
1
2
3 1. Paragraph 2-2 defines the use of a memorandum.

2. Single-space the text of the memorandum; double-space between paragraphs.

3. When a memorandum has more than one paragraph, number the paragraphs consecutively. When paragraphs are subdivided, designate first subdivisions by the letters of the alphabet and indent them as shown below.

a. When a paragraph is subdivided, there must be at least two subparagraphs.

b. If there is a subparagraph "a," there must be a "b."

(1) Designate second subdivisions by numbers in parentheses; for example, (1), (2), and (3).

(2) Do not subdivide beyond the third subdivision.

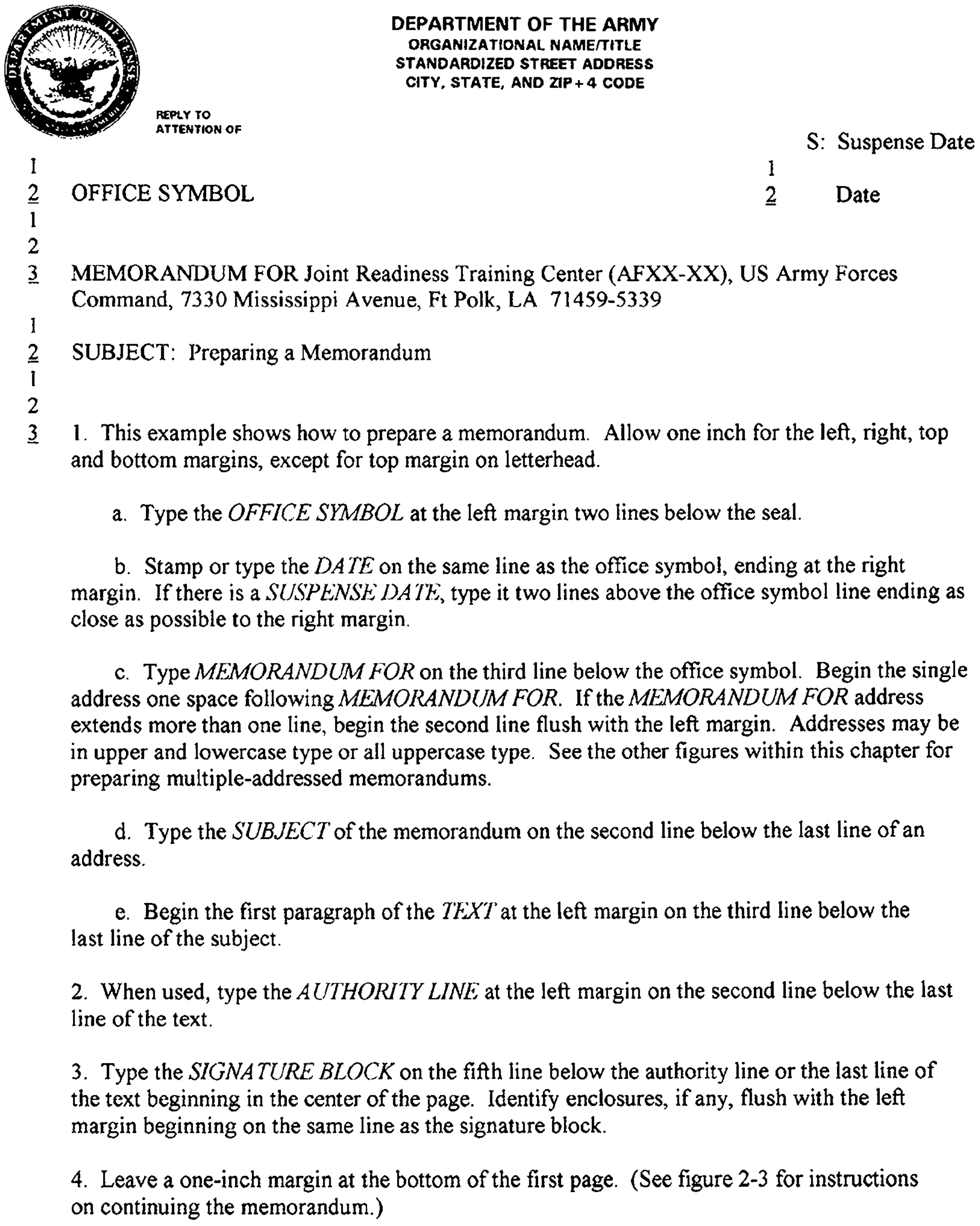
(a) However, do not indent any further than the second subdivision.

(b) This is an example of the proper indentation procedure for a third subdivision.
1
2 AUTHORITY LINE:
1
2
3
4
5 Encl

JOHN W. SMITH
Colonel, GS
Deputy Chief of Staff for Operations

1
2 CF:
Director, Tactics Division (w/encl)

Figure 2–1. Using and preparing a memorandum



DEPARTMENT OF THE ARMY
ORGANIZATIONAL NAME/TITLE
STANDARDIZED STREET ADDRESS
CITY, STATE, AND ZIP+4 CODE

REPLY TO
ATTENTION OF

S: Suspense Date

1
2 OFFICE SYMBOL — 1 2 Date
1
2
3 MEMORANDUM FOR Joint Readiness Training Center (AFXX-XX), US Army Forces Command, 7330 Mississippi Avenue, Ft Polk, LA 71459-5339
1
2 SUBJECT: Preparing a Memorandum
1
2
3 1. This example shows how to prepare a memorandum. Allow one inch for the left, right, top and bottom margins, except for top margin on letterhead.

a. Type the *OFFICE SYMBOL* at the left margin two lines below the seal.

b. Stamp or type the *DATE* on the same line as the office symbol, ending at the right margin. If there is a *SUSPENSE DATE*, type it two lines above the office symbol line ending as close as possible to the right margin.

c. Type *MEMORANDUM FOR* on the third line below the office symbol. Begin the single address one space following *MEMORANDUM FOR*. If the *MEMORANDUM FOR* address extends more than one line, begin the second line flush with the left margin. Addresses may be in upper and lowercase type or all uppercase type. See the other figures within this chapter for preparing multiple-addressed memorandums.

d. Type the *SUBJECT* of the memorandum on the second line below the last line of an address.

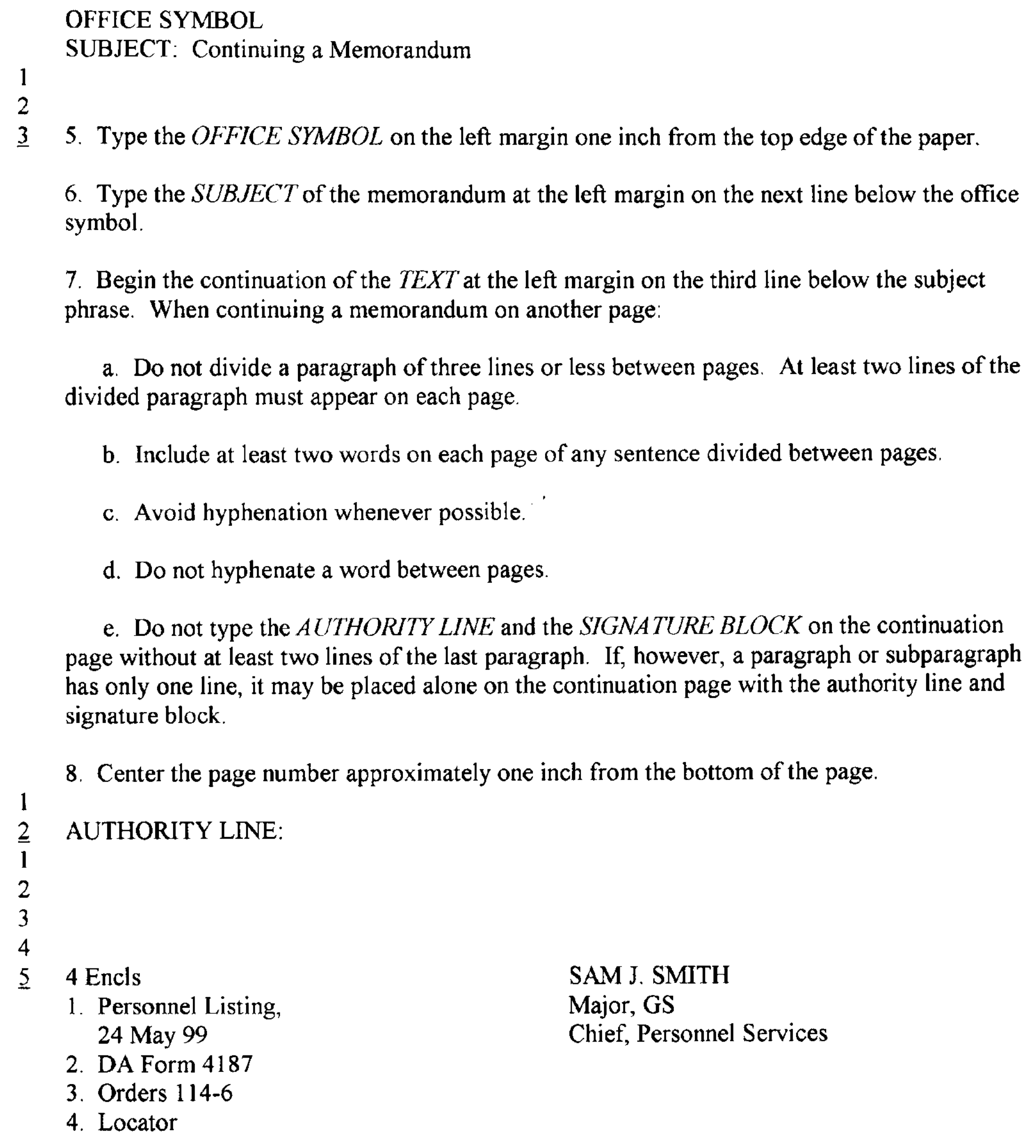
e. Begin the first paragraph of the *TEXT* at the left margin on the third line below the last line of the subject.

2. When used, type the *AUTHORITY LINE* at the left margin on the second line below the last line of the text.

3. Type the *SIGNATURE BLOCK* on the fifth line below the authority line or the last line of the text beginning in the center of the page. Identify enclosures, if any, flush with the left margin beginning on the same line as the signature block.

4. Leave a one-inch margin at the bottom of the first page. (See figure 2-3 for instructions on continuing the memorandum.)

Figure 2–2. Preparing a memorandum



OFFICE SYMBOL
SUBJECT: Continuing a Memorandum
1
2
3 5. Type the *OFFICE SYMBOL* on the left margin one inch from the top edge of the paper.

6. Type the *SUBJECT* of the memorandum at the left margin on the next line below the office symbol.

7. Begin the continuation of the *TEXT* at the left margin on the third line below the subject phrase. When continuing a memorandum on another page:

a. Do not divide a paragraph of three lines or less between pages. At least two lines of the divided paragraph must appear on each page.

b. Include at least two words on each page of any sentence divided between pages.

c. Avoid hyphenation whenever possible.

d. Do not hyphenate a word between pages.

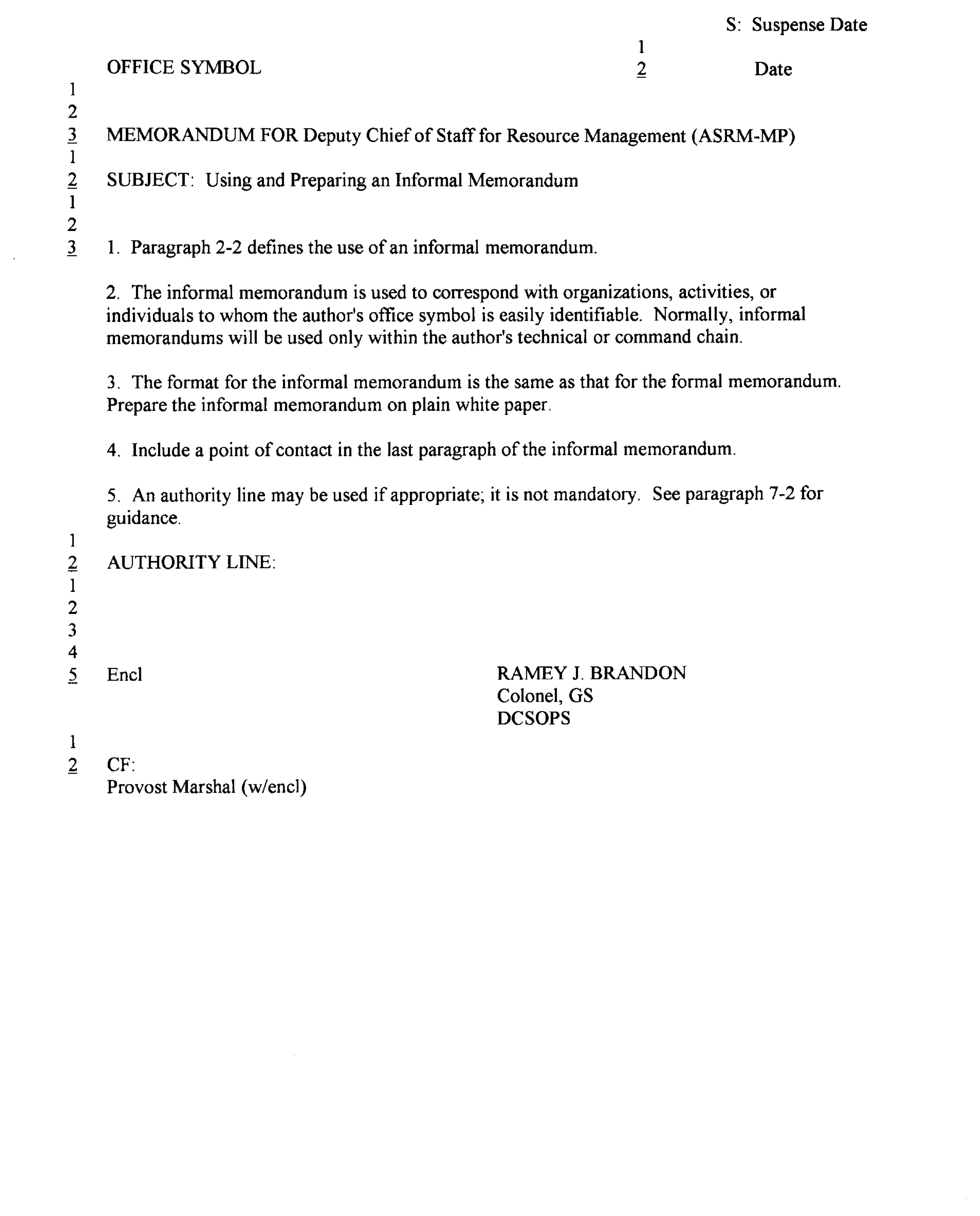
e. Do not type the *AUTHORITY LINE* and the *SIGNATURE BLOCK* on the continuation page without at least two lines of the last paragraph. If, however, a paragraph or subparagraph has only one line, it may be placed alone on the continuation page with the authority line and signature block.

8. Center the page number approximately one inch from the bottom of the page.
1
2 AUTHORITY LINE:
1
2
3
4
5 4 Encls

4 Encls	SAM J. SMITH
1. Personnel Listing, 24 May 99	Major, GS Chief, Personnel Services
2. DA Form 4187	
3. Orders 114-6	
4. Locator	

2

Figure 2–3. Continuing a memorandum



S: Suspense Date

OFFICE SYMBOL Date

MEMORANDUM FOR Deputy Chief of Staff for Resource Management (ASRM-MP)

SUBJECT: Using and Preparing an Informal Memorandum

1. Paragraph 2-2 defines the use of an informal memorandum.

2. The informal memorandum is used to correspond with organizations, activities, or individuals to whom the author's office symbol is easily identifiable. Normally, informal memorandums will be used only within the author's technical or command chain.

3. The format for the informal memorandum is the same as that for the formal memorandum. Prepare the informal memorandum on plain white paper.

4. Include a point of contact in the last paragraph of the informal memorandum.

5. An authority line may be used if appropriate; it is not mandatory. See paragraph 7-2 for guidance.

AUTHORITY LINE:

Encl

RAMEY J. BRANDON
Colonel, GS
DCSOPS

CF:
Provost Marshal (w/encl)

Figure 2–15. Using and preparing an informal memorandum

2–2. Use

a. Formal memorandums. The formal memorandum is used for correspondence that is sent outside the headquarters, the command, the installation, or similarly identifiable organizational elements within the DOD; for routine correspondence to Federal Government agencies outside the DOD; for notification of personnel actions, military or civilian; and for showing appreciation or commendation to DA employees and soldiers.

b. Informal memorandums. The informal memorandum is used for internal correspondence within the same headquarters, same command, or similarly identifiable organizational elements. As a general rule, do not use informal memorandums when corresponding with organizations or individuals not familiar with your office symbol. Informal memorandums may be preprinted and used as form letters.

Note. Refer to DA Memo 25–52, Staff Action Process and Correspondence Policies, for correspondence originating within the Army Staff or Secretariat Agencies.

2–3. General rules

a. Paper. The standard size is 8½ by 11 inches.

b. Original pages.

(1) For formal memorandums use computer-generated letterhead for the first page and plain white paper for continuing pages.

(2) The informal memorandum is typed or printed on plain white paper; do not use letterhead.

c. Copies. Prepare only the number of copies needed. See paragraph 1–23 for more information on record, copy furnished, and reading file copies.

d. Dates. Type or stamp the day, month, and year on the memorandum flush with the right margin.

e. Margins. The standard margin is 1 inch from the left, right, top, and bottom margins. Do not justify right margins.

f. Spacing. See figures 2–1 and 2–2.

g. Abbreviations and brevity codes. See paragraph 1–16.

h. Acronyms. See paragraph 1–17.

i. Signature blocks.

(1) Type the signature block of military officials on three lines with the name (in uppercase) on the first line, rank and branch of Service on the second line, and the title on the third line. If the title requires an extra line, a fourth line is authorized. Indent the beginning of the fourth line so that the first character will be aligned underneath the third character of the third line.

(2) Type the signature block of civilian officials on two lines with the name (in uppercase) on the first line and the title on the second line. If the title requires an extra line, a third line is authorized. Indent the beginning of the third line so that the first character will be aligned underneath the third character of the second line.

(3) Do not use academic degrees, religious orders, or fraternal orders as part of the signature block unless it would benefit the Army for the receiver to know this information, for example, use of a medical degree to show that medical information provided was based on expertise of a member of the medical profession.

(4) Do not use “(P)” (meaning that the signer is promotable) after the rank for personal benefit; use only if it would benefit the Army.

2–4. Format

When writing a memorandum, use the modified block style format. The format has three parts: heading, body, and closing.

a. Heading. The heading has five elements:

(1) *Office symbol.* Type the office symbol on the second line below the seal. The symbol names the writer’s office (for example, DAPE–PRR). Do not use computer identification codes or word-processing codes as part of the office symbol. Other information may follow the office symbol when needed and if not part of the subject line. Some examples are the name of an individual, social security number, rank, primary military occupational specialty, contract number, or bill of lading number. Do not crowd the office or reference symbol line. If the additional information is lengthy, write it on a second line, flush with the left margin.

(2) *Date.*

(a) Put the date on the same line as the office symbol.

(b) End the date approximately even with the right margin.

(c) Express the date in this order: day, month, year. Day—Express in numerals. Month—Spell out if the year is not abbreviated; abbreviate if the year is abbreviated (15 January 1999 or 15 Jan 99 but not 15 January 99 or 15 Jan 1999).

Year—Express either with two or four digits, depending on whether the month is abbreviated or spelled out. The only exception to this rule is if the date stamp uses the abbreviated month and the four-digit year.

(d) The date may be typed or stamped.

(3) *Suspense date.* Use a suspense date if a reply is needed by a certain date. Do not impose a suspense date when there is no compelling reason.

(a) Placement. Put the suspense date at the right margin on the same line as the *Reply to Attention Of* or two lines above the date of the memorandum.

(b) Setting of suspense date. Always consider the time factors involved, for example, transmission time to the reader, time the reader needs to gather the information, and transmission time for the return reply.

(c) Format of the date. See paragraph 2–4*a*(2)(*c*).

(4) *MEMORANDUM FOR line.* Type *MEMORANDUM FOR* on the third line below the office symbol. Write to the office that is expected to complete the action. Do not simply address an action to a headquarters if it is known which element of that headquarters will receive the action. If the memorandum is sent to someone's attention, place the person's name in parentheses after the office symbol (see fig 2–4). Exception: When used for *Exclusive For* correspondence, appreciation, and commendation, a memorandum will be addressed to name and title of the addressee. When a second line is needed for the address, begin it flush with the left margin, except for multiple-address memorandums, which will begin under the third character of the line above it. Type addresses in either all uppercase or upper- and lowercase type. Be consistent. Do not mix the two type styles.

(a) Single-address memorandums. Figures 2–4 and 2–5 give examples of memorandums with a single address. Figure 2–4 gives an example for HQDA, and figure 2–5 gives one for a major command. When using a single address, *MEMORANDUM FOR* and the address are on the same line.

(b) Multiple-address memorandums. See figures 2–6 and 2–7 for examples of memorandums for HQDA and figure 2–8 for an example for MACOMs. Note that "multiple-address memorandums"means more than one and less than six. If the address extends more than one line, continue the second as stated in paragraph 2–4*a*(4). On multiple-address memorandums, prepare one original and make copies for additional addressees after signature. Place a checkmark to the immediate left of each addressee to designate that addressee's copy. This readily identifies the recipient and eliminates the need for reading the entire addressee listing.

(c) SEE DISTRIBUTION memorandums. If a memorandum is sent to more than five readers, use the *SEE DISTRIBUTION* format (see fig 2–9) for the addresses. Type the words *SEE DISTRIBUTION* one space after the words *MEMORANDUM FOR.* On the second line below the last line of the signature block or enclosure listing, whichever is lower, type *DISTRIBUTION:* and block the addresses as shown in figure 2–9. The distribution list may be continued on the second page (see fig 2–10). If necessary, the complete distribution list may be typed on a separate page. Prepare one original and make copies for additional addressees after signature. Place a checkmark to the immediate left of each addressee to designate that addressee's copy. This readily identifies the recipient and eliminates the need for reading the entire addressee listing. The envelope for an addressee on a *SEE DISTRIBUTION* list must show the complete address; otherwise, the U.S. Postal Service (USPS) will not be able to deliver it.

(d) THRU memorandums. Use a *THRU* memorandum to let others know what is being done and to give them the opportunity to comment, especially if their comment will have an impact on the action. Use this format when an action must be approved by several recipients, in turn. See figure 2–11 for the format for a single *THRU* memorandum. Use the format in figure 2–12 when sending the *THRU* memorandum to more than one reader.

(5) *Subject line.* Type the subject line on the second line below the last line of the address. Use only one subject and write the subject in 10 words or less, if possible. If the subject needs more than 10 words, limit the number of words and use authorized abbreviations. If the subject is more than one line, begin the second line flush with the left margin (see fig 2–13). Type *SUBJECT:* in uppercase letters (see examples).

b. Body (Text).

(1) *Beginning.* Begin the text on the third line below the last subject line.

(a) If there are references, list these in the first paragraph. See paragraph 1–31 for instructions on how to list.

(b) Begin the memorandum with a short, clear purpose sentence.

(c) Put the recommendation, conclusion, or most important information (the main point) next. (Some writing combines the purpose and the main point.)

(d) Clearly separate each major section. Use paragraphs, headings, or sections.

(e) When appropriate, a point of contact (POC) line will be the last paragraph of the body of the correspondence.

(2) *Spacing.* Single-space the text with double-spacing between paragraphs and subparagraphs. Single-space one-paragraph memorandums. (See fig 2–13.) On occasion, one-paragraph correspondence requires subparagraphing. The spacing for subparagraphing is the same as that for major paragraphs.

(3) *Indenting.* When paragraphs are subdivided, indent them as shown in figure 2–1.

(4) *Numbering paragraphs.*

(a) Do not number a one-paragraph memorandum.

(b) If the memorandum has more than one paragraph, number the paragraphs as outlined in figure 2–1.

c. Closing. Major elements are the authority line, signature block, and enclosure listing. Sub-elements are the DISTRIBUTION listing (if needed) and Copies Furnished (CF).

(1) *Authority line.* See chapter 7 and appendix E. Type the authority line at the left margin in uppercase letters on the second line below the last line of the text. The authority line is used by individuals properly designated as having the authority to sign for the commander or the head of an office.

(2) *Signature block.* See chapter 7 and appendix E for examples.

(a) Placement. Begin the signature block in the center of the page on the fifth line below the authority line. If there is no authority line, begin it on the fifth line below the last line of the text.

(b) Omission. Omit the signature block if it is not known at the time of writing who will sign. The signature block may be added either by typing or by use of a rubber stamp at the time of signature.

(c) Format. See paragraph 2–4.

(3) *Enclosures.* Number and attach enclosures in the same order in which they appear in the memorandum. When there is only one enclosure, do not precede "Encl" with the number "1." Use only "Encl." Begin the enclosure listing at the left margin on the same line as the signature block. (See chap 4.)

(4) *DISTRIBUTION listing (if needed).* See figures 2–9 and 2–10.

(5) *Copies Furnished.* See figures 2–10 and 2–13 through 2–15. Use the copy furnished line to inform others of the subject only if they have a need to know or an interest in the subject. Type *CF:* on the second line below the last line of the signature block, enclosure listing, or distribution listing, whichever is lower. Show whether or not enclosures are included by adding either "(w/encls)" or "(wo/encls)" at the end of each CF address. If all copies furnished addressees will be provided copies of the enclosures or all will not be provided enclosures, type either "w/encls" or "wo/encls" in parentheses after "CF" rather than type each one separately after each address (for example, CF: (w/encls)).

2–5. Multiple-Page memorandums

Try to limit the memorandum to no more than two pages. Use enclosures for additional information. If a memorandum is longer than one page, see figures 2–2 and 2–3 and follow these rules:

a. Type the office symbol at the left margin 1 inch from the top edge of the paper.

b. Type the subject of the memorandum at the left margin on the next line below the office symbol.

c. Begin the continuation of the text at the left margin on the third line below the subject phrase. When continuing a memorandum on another page—

(1) Do not divide a paragraph of three lines or less between pages. At least two lines of the divided paragraph must appear on each page.

(2) Include at least two words on each page of any sentence divided between pages.

(3) Do not hyphenate a word between pages.

(4) Do not type the authority line and the signature block on the continuation page without at least two lines of the last paragraph. If, however, the last paragraph or subparagraph has only one line, it may be placed alone on the continuation page with the authority line and signature block.

d. Center the page number approximately 1 inch from the bottom of the page.

Section II
Special Purpose Memorandums

2–6. Memorandum of Understanding or Memorandum of Agreement

a. Uses. Use a Memorandum of Understanding (MOU) or a Memorandum of Agreement (MOA) to document mutually agreed to statements of—

(1) Prepare the MOU or MOA on the letterhead of the preparing or requesting agency.
(2) Intentions.
(3) Procedures.
(4) Parameters.
(5) Policies of future actions.
(6) Matters of coordination.

Note. Do not substitute an MOA for formal support agreements within one Service or between Services. However, an MOA may be used to document an agreement before writing a more formal one.

b. Format. When an MOU or MOA is required, use the format shown in figures 2–16 and 2–17.

(1) *Heading.* Prepare the MOU or MOA on the letterhead of the preparing or requesting agency. This provision may be altered to meet internal or special requirements of the parties involved in the agreement. Center the title *MEMORANDUM OF UNDERSTANDING* or *MEMORANDUM OF AGREEMENT*on the second line below the seal. Type the word *BETWEEN,* also centered, on the line immediately following the title. Center the names of the agreeing agencies on the line immediately following the word *BETWEEN.* The requirement for centering may be altered when there are more than two agreeing agencies or where the agency titles are too lengthy to be typed on one line.

Section IV
Referenced Forms

DA Label 87
For Official Use Only Cover Sheet. (The DA Label 87 is available through normal forms supply channels.)

Appendix B
Style Practices

Section I
Capitalization

B–1. General
Problems of capitalization that most often arise in Army correspondence are covered in this section. Commonly used principles are briefly stated and supported by examples.

B–2. Titles of publications, documents, acts, and so forth
a. Capitalize all words in titles of publications and documents, except *a, an, the, at, by, for, in, of, on, to, up, and, as, but, if, or,* and *nor.*

Statutes at Large, Revised Statutes
District Code
Bancroft's History
Journal (House or Senate)
American Journal of Science
Monograph 55, Research Paper 123
Senate Document 70, *but* Senate bill 416
House Resolution 68, *but* House bill 20
Kellogg Pact, North Atlantic Pact
Treaty of Ghent

b. Do not capitalize when used apart from titles or in a general sense.

the applicable statutes
the code of the District
history books
a journal of legislative action
a professional journal
any monograph, a research paper by Sales
a historical document from the Senate
a committee resolution
a pact between nations
the treaty signed at Ghent

B–3. Titles used with names or titles standing for persons
a. Titles preceding names.
(1) Capitalize titles preceding proper names.

President Roosevelt
King George
Chairman McDowell
Ambassador Page

(2) Do not capitalize when used in a general sense.

a president of a club
a king of spades
a chairman of the committee

ambassador at large

b. Titles following names or titles used alone.
(1) Capitalize titles following proper names, or used alone as substitutes for names, when they indicate preeminence.

John Adams, President of the United States; the President, the President-elect, the Executive,
the Commander in Chief, Ex-President Adams, a former President

Thomas Howells, Vice President of the United States; the Vice President

B. A. Rowland, Secretary of State; the Secretary, the Acting Secretary, the Under Secretary,
the Assistant Secretary, the Director, the Chief, or the Assistant Chief

(2) Capitalize titles in the second person.

Your Excellency
Madam Chairman
Mr. Secretary

(3) Do not capitalize when used in a general sense or when not indicating preeminence.

Burns Mason, president of the Potomac Railway; president-elect of the union, the executive's suite,
a young commander in chief, ex-president of Cullen Institute, a former president of the university.

Caleb Johnson, vice president of the Exchange; the vice president of SDA

secretaries of the military departments (part of the clerical staff), *but* Secretaries of the military departments
(heads of Army, Navy, Air Force); the director, or chief, or assistant chief of the laboratory

Section II
Compound Words

B–4. General

a. A compound word conveys a unit idea that is not as clearly conveyed by separate words. The hyphen not only unites but separates the component words to aid readability and correct pronunciation.

b. In this section, basic rules for compounding are given first and are followed by guides to forming solid compounds and to hyphenating unit modifiers. Instructions are also given on adding prefixes and suffixes and on putting together combining forms.

B–5. Basic rules

a. Omit the hyphen when words appear in regular order and the omission causes no confusion in sound or meaning.

after action
banking hours
blood pressure
book value
census taker
day laborer
eye opener
fellow citizen
life cycle
living costs
mountain laurel
palm oil
patent right
real estate
time frame
training ship
violin teacher

b. Compound two or more words to express an idea that would not be as clearly expressed in separate words.

bookkeeping
follow-on
forget-me-not
indepth
in-house
gentlemen
man-hour
man-year
newsprint
offload
railcar
right-of-way
yearend

c. In a derivative of a compound, keep the solid or hyphenated form of the original compound, unless otherwise indicated for particular words.

coldbloodedness
footnoting
ill-advisedly
outlawry
praiseworthiness
railroader
X-rayer
Y-shaped

B–6. Solid compounds

a. When *any, every, no,* and *some* are combined with *body, thing,* and *where,* type as one word. Type as separate words *some one, every one,* and similar combinations that refer to a particular person or thing. To avoid mispronunciation, type *no one* as two words at all times.

anybody
anyone, *but* any one thing
anything
anywhere
everybody
everything
everywhere
nobody
no one
nothing
nowhere
somebody
someone
something

b. Type as one word compound personal pronouns.

herself
himself
itself
myself
oneself
ourselves
themselves
yourself
yourselves

c. Type as one word compass directions consisting of two points, but use a hyphen after the first point when three points are combined.

northeast
north-northeast
southwest
south-southwest

B–7. Unit modifiers

a. Place a hyphen between words or abbreviations and words combined to form a unit modifier immediately preceding the word modified, except as shown in *b* below. This use of the hyphen applies particularly to combinations in which one element is a present or past participle.

a 4-percent increase
Baltimore-Washington road
drought-stricken area
English-speaking nation
Federal-State-local cooperation
guided-missile program
large-scale project
law-abiding citizen
long-term loan
lump-sum payment
multiple-purpose uses
US-owned property

b. Where meaning is clear and readability is not aided, it is not necessary to use a hyphen to form a temporary or made compound. Restraint should be exercised in forming unnecessary combinations of words used in normal sequence.

atomic energy power
child welfare plan
civil service examination
income tax form
land bank loan
life insurance company
parcel post delivery
per capita expenditure
real estate tax
social security pension
soil conservation measures
special delivery mail

c. Generally, do not use a hyphen in a two-word unit modifier if the first element is an adverb ending in *ly;* do not use hyphens in a three-word unit modifier if the first two elements are adverbs.

eagerly awaited moment
heavily laden ship
unusually well preserved specimen
very well defined usage
very well worth reading
not too distant future
often heard phrase
but
ever-normal granary
ever-rising flood
still-new car
still-lingering doubt
well-known lawyer
well-kept farm

d. Retain the original forms of proper nouns used as unit modifiers, either in their basic or derived forms.

United States laws
Latin American countries
Red Cross nurse
Winston-Salem regional office
Swedish-American descent
Minneapolis-St. Paul region

e. Do not confuse a modifier with the word it modifies.

gallant soldier
average taxpayer
but
income-tax payer
well-trained schoolteacher
wooden-shoe maker
tomato-canning factory
American flagship
but
American-flag ship

f. Retain the hyphen where two or more hyphenated compounds have a common basic element and this element is omitted in all but the last term.

8-, 10-, and 16-foot boards
2 by 4-inch boards, *but* 1 to 3 inches wide
moss- and ivy-covered walls, *not* moss and ivy covered walls

g. Do not use a hyphen in a foreign phrase used as a unit modifier.

ex officio member
per capita tax
per diem employee
prima facie evidence

h. Do not use a hyphen in a unit modifier that contains a letter or a number as its second element.

article 3 provisions
grade A eggs
point 4 program
ward D patients
strontium 90 effects

i. Do not use a hyphen in a unit modifier within quotation marks unless the modifier is usually a hyphenated term.

“blue sky” law
“good neighbor” policy
“tie-in” sale

B–8. Prefixes, suffixes, and combining forms

a. Type compounds that contain prefixes or suffixes as one word without a hyphen, except as shown in *b, c,* and *d* below. Use a hyphen to avoid doubling a vowel or tripling a consonant, except after the prefixes *co, de, pre, pro,* and *re.*

antedate
anti-inflation
Armywide
biweekly
brass-smith
cooperation

deemphasis
extracurricular
homestead
Ivernes-shire
micro-organisms
nationwide
offset
preexisting
reenact
semi-independent
semiofficial
shell-like
thimble-eye
twofold
ultra-atomic

b. Use a hyphen to avoid confusion.

anti-hog-cholera serum
co-op
non-civil-service position
re-sort (sort again)
re-treat (treat again)
un-ionized

c. Type with a hyphen the prefixes *ex, self,* and *quasi.*

ex-governor
ex-soldier
ex-trader
self-control
self-educated
quasi-academic
quasi-argument
quasi-corporation
quasi-judicial

d. Use a hyphen to join a prefix to a capitalized word, unless usage is otherwise.

anti-Arab
pro-British
un-American
but
nongovernmental
overanglicize
transatlantic

B–9. Numerical compounds

a. Type a hyphen between the elements of compound numbers from twenty-one to ninety-nine and in adjective compounds with a numerical first element.

7-hour day
6-footer
10-minute delay
3-week vacation
24-inch ruler
twenty-one
but
one hundred and twenty-one
100-odd

foursome

b. Type a hyphen between the elements of a fraction, but omit it between the numerator and the denominator when the hyphen appears in either or in both.

one-thousandth
three-fourths of an inch
twenty-one thirty-seconds
twenty-three thirtieths
two one-thousandths
two-thirds

c. Spell out numbers one through nine. Use figures for numbers 10 and higher. Except when *2* or more numbers appear in a sentence and *1*of them is *10* or higher, then use figures for both numbers. Do not follow a number with its numeral in parentheses.

B–10. Improvised compounds

a. Use a hyphen between the elements of an improvised compound serving as an adjective or a noun.

how-to-be-beautiful course
know-how
know-it-all
let-George-do-it attitude
roll-on/roll-off ship
stick-in-the-mud

b. When the corresponding noun form is printed as separate words, the verb form is always hyphenated.

blue-pencil
cold-shoulder
cross-brace

Section III
Abbreviations

B–11. General use of abbreviations

Established abbreviations are acceptable in all but the most formal writing. For reading ease use only well-known abbreviations. If it is desirable to use an abbreviation that may not be familiar to the reader, words will be written in full on first appearance followed by the abbreviation in parentheses. After this first definition of its meaning, the abbreviation may be used without further explanation.

B–12. Capitals, hyphens, periods, and spacing

a. In general, when abbreviating a word or words, capitalize and hyphenate the abbreviation as in the original word or words. Use a period after each element of the abbreviations, unless through usage the period is omitted. Omit periods after abbreviations in addresses. Allow no space after periods except when they follow the initials in names of persons.

c.o.d.
H.R. 116
A.B.
St
a.m.
J. M. Jones

b. Omit periods and spaces after initials used as shortened names of Government agencies and other organized bodies, if not contrary to usage.

HHS
TVA
DOD
ARC

AFL–CIO
USAF
USA
USN

B–13. Geographic terms

a. Abbreviate *United States* when preceding Government or the name of a Government organization, except in formal writing. Spell out *United States* when it is used as a noun or when it is used as an adjective in association with names of other countries. When abbreviations are used in correspondence within DOD or to other Government agencies, periods after U.S. may be omitted.

US Government
US Congress
US Department of Agriculture
US monitor Nantucket
USS Brooklyn (note abbreviation for ship)
  but
The climate of the United States
Britain, France, and United States Governments

b. With the exceptions noted in *a* above, the abbreviation *US*is used in the adjective position but is spelled out when used as a noun. When abbreviations are used in correspondence within DOD or to other Government agencies, periods after U.S. may be omitted.

US foreign policy
US economy
US attorney
US attitude
  but
foreign policy of the United States
the economy of the United States
United States Code (official title)
United States Steel Corp. (legal title)

c. In other than formal writing, abbreviate Canal Zone, Puerto Rico, Virgin Islands, and the names of States of the United States. Do not abbreviate names of other insular possessions.

B–14. Addresses

a. Words in an address are spelled out in letters. Where brevity is required, these abbreviations following a name or a number may be used in military correspondence without a period following the abbreviation.

Ave—Avenue
Bldg—Building
Blvd—Boulevard
Ct—Court
Dr—Drive
Ft—Fort
Hwy—Highway
NE—Northeast
NW—Northwest
Pkwy—Parkway
Pl—Place
Rm—Room
Rt—Route
SE—Southeast
Sq—Square
St—Street
Ste—Suite
SW—Southwest

Ter—Terrace

b. Do not abbreviate *country, mount, point,* and *port.*

B–15. Parts of publications

Abbreviations may be used to designate parts of publications mentioned in parentheses, brackets, footnotes, lists of references, and tables, and followed by figures, letters, or Roman numerals. The single abbreviation indicates either the singular or plural of the abbreviated word, for example, para—paragraph, paragraphs:

app—appendix, appendixes
art—article, articles
bul—bulletin, bulletins
chap—chapter, chapters
cl—clause, clauses
colm—column, columns
fig—figure, figures
no—number, numbers
p—page, pages
para—paragraph, paragraphs
pl—plate, plates
pt—part, parts
sec—section, sections
subchap—subchapter, subchapters
subpara—subparagraph, subparagraphs
subsec—subsection, subsections
suppl—supplement, supplements
vol—volume, volumes

B–16. Terms relating to Congress

Use the following abbreviations for the words *Congress* and *session* when these words are used in parentheses, brackets, footnotes, sidenotes, lists of references, and tables:

82d Cong., 1st Sess.
1st sess., 82d Cong.
Public Law 64, 74th Cong.

B–17. Calendar divisions

a. When brevity is required, abbreviate the names of months when used with day or abbreviated year, or both. Abbreviate year when used with abbreviated names of the months, for example, Jan 99 not Jan 1999:

Jan
Feb
Mar
Apr
May
Jun
Jul
Aug
Sep
Oct
Nov
Dec

b. The names of days of the week are preferably not abbreviated. If they are, use the following forms.

Sun
Mon
Tue
Wed

Thu
Fri
Sat

B–18. Quotes

The following rules are recommended when including a quotation in the text:

a. Long quotations. If the quotation is extensive or more than two paragraphs long, use the word *QUOTE*at the beginning and the word *UNQUOTE*at the end of the quoted material. Place these words on separate lines from the quoted material to distinguish them and offset them from the information being quoted.

b. Short quotations. Use quotation marks before and after the quoted material. Always place the comma and final period inside the quotation marks. Place other punctuation inside only if they are part of the quoted material.

B–19. Word division

Words should be divided only when necessary. When they must be divided, they are separated between syllables. One-syllable words are never divided. Proper division into syllables is given in most dictionaries.

a. Words may be divided—

(1) After a vowel, if the vowel itself is a separate syllable within a word.

physi-cal not phys-ical
sepa-rate not sep-arate
particu-lar not partic-ular
criti-cism not crit-icism

(2) Between the members of solid compounds.

rail-road
proof-reader

(3) At the hyphen in hyphenated compounds.

court-martial
above-mentioned

(4) Between adjoining vowels in separate syllables.

estu-ary
gene-alogy
cre-ation

(5) After prefixes of three or more letters.

ante-date
tri-color
inter-leaving
trans-portation

(6) Before suffixes of three or more letters.

port-able
writ-ing

(7) After the second consonant of double consonants ending a root word, when followed by a suffix.

tell-ing
express-ing

(8) Between double consonants that are doubled because a suffix is added.

remit-ted

thin-ning

(9) After the consonant at the end of a syllable with a short vowel and before the consonant at the end of a syllable with a long vowel, if no vowel is a separate syllable or if vowels do not adjoin.

progress (verb) pro-gress
progress (noun) prog-ress
project (verb) pro-ject
project (noun) proj-ect
stenographic (verb) steno-graphic
stenographer (noun) stenog-rapher

b. Words may not be divided—

(1) At the ends of more than two consecutive lines.

(2) At the end of a line when the part begun there does not suggest the whole word.

counter-offense *not* coun-teroffense

(3) If five or fewer letters, even though containing more than one syllable.

avoid
begin
into
also
every
area

(4) Between a one- or a two-letter terminal syllable and the rest of a word.

ammonia
proceeded
period

(5) Between a one- or two-letter initial syllable and the rest of the word.

identity
around
behavior

(6) At the end of a page or of a paragraph.

c. Do not separate closely related word units. Avoid separating words in close association, such as the elements of dates and of proper names, groups of initials and surnames, and abbreviated titles and names. When it is necessary to divide a date, the year may be carried over to the next line in the nonabbreviated form. When it is necessary to divide a proper name, the surname may be carried over to the next line. Do not separate figures, letters, or symbols from their accompanying words.

Appendix C
Titles and Protocol Sequence

C–1. Addressing the Office of the Secretary of Defense

Figure C–1 provides the protocol sequence for multiple-addressee correspondence within the Office of the Secretary of Defense.

C–2. Addressing the Secretary of the Army and the Army Staff

Figures C–2 through C–5 show the titles and protocol sequences for multiple-addressee correspondence within the Office of the Secretary of the Army and to the Army Staff.

Student Handout 3

Extracted Material from DA Pam 600-67

This student handout contains 3 pages of extracted material from the following publication:

DA Pam 600-67, Effective Writing for Army Leaders, 2 June 1986

Cover Page	not numbered
Chapter 1, 2, and 3	pages 1 and 2

Disclaimer: The training developer downloaded the extracted material from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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Department of the Army
Pamphlet 600–67

Personnel—General

Effective Writing for Army Leaders

Headquarters
Department of the Army
Washington, DC
02 June 1986

Unclassified

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Chapter 1
Introduction

1–1. Purpose

This pamphlet is a leader's manual. It –

a. Provides accessible information on what kind of staff writing to demand and how to have it produced.

b. Explains in detail what good Army writing is and how to establish uniform Army writing standards.

c. Describes two quantifiable tools to reinforce better writing.

d. Provides examples of the new standard for Army writing.

1–2. References

a. Required publication. AR 600–70, The Army Writing Program, is a required publication. (Cited in para 2–1d.)

b. Related publication. (A related publication is merely a source of additional information. The user does not have to read it to understand the pamphlet.) AR 340–15, Preparing and Managing Correspondence, is a related publication.

1–3. Why there is an Army Writing Program

a. Too much Army writing does not communicate well. It confuses rather than clarifies; it is wordy rather than concise; it hides the main idea rather than getting to the point.

b. We all recognize the particular style described in a above as "Army" writing. The Army has developed this style collectively. That means that, collectively, we can build a better style.

c. Information overload and the complexity of the modern Army demand a more effective style and a new standard for writing.

1–4. Defining the standard

a. According to AR 600–70, the standard for Army writing is writing you can understand in a single rapid reading, and is generally free of errors in grammar, mechanics, and usage.

b. Good Army writing is clear, concise, organized, and right to the point.

Chapter 2
Leadership and Writing

2–1. Why we need a leader writing pamphlet

a. Leaders lose too much time grappling with poor writing.

b. Poor writing hinders decisions.

c. Only leaders can make this new style happen.

d. Paragraph 2e of AR 600–70 requires all commanders to uphold a common standard.

2–2. A different kind of writing pamphlet

a. This is a leader's manual, not a thick staff officer's guide. This pamphlet provides accessible information on what kind of writing to demand and how to get your staff to produce it.

b. Most significantly, the Army has set a standard for good writing and developed staff writing rules to reach that standard. You'll find those in this pamphlet as well.

2–3. Your role as an Army leader

This pamphlet has three primary sections and will assist you as an Army leader to —

a. Issue the guidance to establish uniform, effective writing standards.

b. Be a mentor to your subordinates using specific tools.

c. Show the new standards using sets of examples.

Chapter 3
Issuing the Guidance

3–1. Style Rules

Take these guidelines and publish them as your office writing rules to establish the new Army writing rules to establish the new Army writing standard. Require all people who write for you–

a. Put the recommendation, conclusion, or reason for writing—the " bottom line "—in the first or second paragraph, not at the end.

b. Use the active voice.

c. Use short sentences (an average of 15 or fewer words).

d. Use short words (three syllables or fewer). (See the clarity index in paragraph 4–3.)

e. Write paragraphs that, with few exceptions, are no more than 1 inch deep.

f. Use correct spelling, grammar, and punctuation.

g. Use "I,""you" and "we" as subjects of sentences instead of "this office,""this headquarters,""all individuals," and so forth, for most kinds of writing.

3–2. Two essential changes

These new writing guidelines mandate two critical changes that leaders must demand. The first change alters the structure of all Army writing; the second change transforms the style.

a. Structure—main idea first.

(1) Require all staff writing to begin with the main idea. The greatest weakness in ineffective writing is that it doesn't quickly transmit a focused message. Too much Army writing hides the main point. Insist, as business writers do, on the "bottom line" first. Have subordinates start with the information they would keep if they had to get rid of all the rest.

(2) Require specific packaging of all writing. Focusing first on the main point changes the overall construction of Army writing. This restructuring, called packaging, is the framework of the new writing style. Packaging is not format. Formatting begins after packaging to tailor the writing to a specific purpose. To package–

(a) Open with a short, clear purpose sentence.

(b) Put the recommendation, conclusion, or most important information (the main point) next. (Some writing combines the purpose and the main point.)

(c) Clearly separate each major section. Use paragraphs, headings, or section titles.

(d) Use a specific format if one is appropriate.

b. Style – the active voice.

(1) The major style change that makes Army writing clear, direct communication is using the active voice rather than passive voice. Many Army writers overuse the passive voice and create sentences that are indirect and unfocused, and that slow communication. The passive voice hides the doer of the action, blocking communication. Active example: Army beat Navy. Passive example: The Navy has been beaten by Army.

(2) The active voice is direct, natural, and forceful.

(3) The active voice does more than make sentences clearer – it shortens sentences. Eliminating the passive voice reduces a piece of writing by about 20 percent.

(4) The passive voice is actually very easy to recognize: it uses one of the eight forms of to be plus a verb usually ending in –en or –ed. Example: am, is, are, was, were, be, being, been plus the –en, –ed word (is requested, were eaten).

(5) When you see verb constructions like the examples in (4) above, you know the writing is passive. Although sometimes the passive is appropriate, most of the time it is not. Examples: The passive voice is abused in Army writing. When vagueness is wanted, the passive voice is selected by many writers. A direct style, on the other hand, is created by the active voice.

(6) When you see writing in the passive voice, have the writers change it to active voice. Tell your subordinates to put the subject first in sentences and they will become active writers. Example: Army writing abuses the passive voice. Army writers select the

passive voice when they want to be vague. The active voice, on the other hand, creates a direct style.

Chapter 4
Being a mentor

4–1. General

Despite clear staff writing guidelines and focusing on only two essential changes, some of the writing you see won't meet the new standards. Most supervisors have little trouble identifying poor writing. Many, however, have problems knowing how to fix it or counsel someone else on how to fix it. Use the tools discussed in paragraphs 4–2 and 4–3 to give your subordinates specific, quantifiable feedback.

4–2. The quick–screen edit

This editing tool identifies major violations of the Army standard for writing. To use the quick–screen edit, simply do the following:

a. use a highlighter, pencil or pen.

b. In a single, rapid reading highlight, circle, or underline–

(1) The "bottom line," the purpose of the piece of writing.

(2) Any forms of the verb to be used with a past participle (a verb ending in "–en" or "–ed"). This identifies the passive voice.

(3) Any unnecessary long words or jargon.

(4) Spelling, punctuation, or grammar mistakes.

c. Have your people revise the four targeted areas. In the revision–

(1) Move the "bottom line" to the beginning of the writing if it is not there already.

(2) Change only the other highlighted problems.

(3) Check the writing for packaging.

d. See figure 4–1 for an example of highlighting, using the quick–screen edit. (The reverse type in fig 4–1 represents use of highlighting.) Figure 4–2 shows the revised example.

e. This quick–screen edit is a quick, effective screen. It's quick because you only read it once. It's effective because you highlight specific errors. It's a screen because you highlight only those errors that are distracting.

f. With this technique, you chow subordinates exactly what to revise without requiring a complete rewrite.

4–3. The clarity index

Some writing problems do not lend themselves to a quick–screen edit. A second tool, the clarity index, pinpoints tow other major reasons why writing that arrives on the desk is often confusing and difficult to read.

a. Long words and long sentences make writing difficult to read. Such writing does not meet the new standards of Army writing. The clarity index provides a yardstick to measure how readable writing is. If you suspect that writing is not effective, this yardstick is helpful to quantify the problem.

b. The clarity index is based on word and sentence length. Selecting a sample of 200 words or less, use the formula below. (For graphic representation of the formula, see fig 4–3.)

(1) Count the number of sentences.

(2) Count the number of words.

(3) Divide the number of words by the number of sentences to get the average sentence length. (The target average is 15 words per sentence.

(4) Count the number of words that have three syllables or more.

(5) Divide the number of long words by the total of words to determine the percentage of long words. (The target is 15 percent.)

(6) Add the average sentence length to the percentage of long words.

(7) The sum is the clarity index. (The target is 30.)

c. If a writer eliminates long words and long sentences without changing meaning, writing becomes clearer. The writer is not producing simplistic papers or insulting the reader's intelligence. Instead, time–savings and understanding increase.

d. Use the clarity index once to quantify the density of a piece of writing for subordinates. Then have them periodically monitor their own writing. See figures 4–4 and 4–5 for examples of how to compute a clarity index.

e. Use the following Rules of thumb for the clarity index:

(1) Below 20, writing is too abrupt.

(2) Over 40, writing is difficult to understand.

(3) Aim for an index of 30.

Chapter 5
Showing the New Standards

5–1. Establishing the guidelines

a. The two essential changes – packaging and active writing – and the seven style techniques create a new standard for Army writing.

b. The quick–screen edit and the clarity index help enforce the new standard.

5–2. Setting the examples

a. The examples in figures 5–1 through 5–6 demonstrate the results of applying the leadership guidelines in this pamphlet to Army writing. Read and compare the examples. Do not accept writing like that labeled "poor writing." Only accept writing like that labeled "good writing." Use figures 5–1 through 5–6 as examples for your subordinates.

b. The memorandum at figure 5–1 has a clarity index of 42. That's too high. The paper is far too long, is filled with jargon, the passive voice, and is not focused. Packaging in figure 5–2 brings the recommendation to the top and eliminates unnecessary verbiage. The example in figure 5–2 has a clarity index of 23.

c. Much of figure 5–3 is error–riddled or Army jargon. It's an attempt to sound "serious" and military. Writing like this slows communication and sends the wrong message about the writer. Note the difference in figure 5–4.

d. The other examples of standards in this pamphlet reflect the dramatic difference brevity makes to bring about more effective writing. Although the example at figure 5–5 is short, it has a more basic problem – packaging. Notice that figure 5–6 does not look markedly shorter, although it is. This document's legal nature does mean some things cannot be cut out. It's much improved, however, because the "bottom line" is up front and the paragraphs are short. Packaging speeds communication.

A microcomputer can help this office speed up actions which is very important to getting all missions accomplished. By using the data base software, we can keep track of all training and not allow repetitive training. WE can use the work processor to do our administrative actions and speed up our ability to do work. We need such and instrument at this time.

Figure 3-1. Example of writing without packaging

Student Handout 4

Army Writing Style Programmed Text

This student handout contains 52 pages of material designed to provide you a review of some of the basic rules of grammar, punctuation, and word choice.

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Introduction

Introduction

AR 25-50 states, “Effective Army writing transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage . . . use correct spelling, grammar, and punctuation.” During the Army Writing Style lesson we do not have the time or the resources to teach these skills – you should already be familiar with them. Since it may have been a while since you attended any formal schooling, the lesson developer prepared this programmed text to provide you a review of some of the basic rules in grammar, punctuation, and word choice. This programmed text does not cover every rule and its application; we simply provide it to you as a review. It is up to you to be familiar with the rules of grammar, punctuation, and word choice.

In some cases the references regarding grammar, punctuation, and word choice contradict each other; therefore, for consistency in this lesson and throughout the rest of this course, this programmed text provides the rules by which your instructor will evaluate your work on the Army writing style. The lesson developer used *The Gregg Reference Manual*, Ninth Edition and *English Simplified,* Ninth Edition in preparing this programmed text. You may use this programmed text during the written examination.

NOTE: **DO NOT WRITE IN THIS PROGRAMMED TEXT; THIS IS A RECOVERABLE STUDENT HANDOUT**. If you desire to keep a copy of this programmed text, you may make a copy or download it at http://usasma.bliss.army.mil/BNCOC/. Whether you make a copy of your own or write your answers on a separate sheet of paper, compare your response with the suggested response in the programmed text. Work at your own pace and take breaks as needed. You must complete this programmed text prior to the Army Writing Style lesson.

ARMY WRITING STYLE PROGRAMMED TEXT

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PRONOUN	SH-4-17	13-16
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---

1. To complete this programmed text turn the page and start with frame 2. After you complete frame 2, turn the page and complete frame 3. Continue this process until you reach frame 50; it will direct you back to this page, frame 51.

---

51. Select the correct verb in the following sentence:

Leaders, given a mission, (ask, asks) subordinates for input, information, and recommendations but make the final decision on what to do themselves.

---

101. Clause A: Because SGT Thomas hit 19 of 20 targets,
Clause B: he received the expert marksmanship badge.

Clause A is (a) (an) ____________________ clause.

Clause B is (a) (an) ____________________ clause.

---

151. We protested that the engine used too much oil, that the brakes were dangerous, and that the tires were bald.

The underlined clauses are ____________________ clauses.

---

201. We removed the *and*. Punctuate the sentence now:

The lSG prepared the duty roster he posted it on the unit bulletin board.

---

251. We normally add an apostrophe and an *s*, except when the word is _______________ and ends in _______________.

2. The sentence is our basic unit of spoken or written thought. It is a group of words representing a complete thought and containing a subject and a predicate.

---

52. ask (disregard the intervening clause "given a mission")

(Leaders ask – not leaders asks)

---

102. a dependent

an independent

---

152. dependent

---

202. The ISG prepared the duty roster**;** he posted it on the unit bulletin board.

---

252. plural

s

3. The subject is the part that names the person or thing the sentence speaks about.

The predicate tells what the subject does, what someone or something does to the subject, or what or how the subject is.

53. Select the correct verb in the following sentence:

The three broad leader actions of influencing, operating, and improving (contain, contains) other activities.

103. SGT Snorkle drove to the PX, and he stopped at the club.

How many independent clauses are there in this example.

153. Let's see how well you remember the punctuation rules you've reviewed. Punctuate the sentences in the following frames (as applicable) and justify your answer:

He carried the wounded soldier from the downed helicopter through the stream and over the hill to the waiting vehicle.

203. You could also make two separate sentences by replacing the semicolon with a period and capitalizing the first word of the second independent clause.

Remember, do not try to replace the semicolon with a comma; this will make it a run on sentence.

253. sergeants; dogs; students; teachers

Each of the above words is ______________ and ends in *s,* so you would add only an ______________ to show possession.

4. SGT Smith went to the motor pool.

54. contain (disregard the intervening clause “of influencing, operating, and improving”)

(actions contain – not actions contains)

104. two

154. He carried the wounded soldier from the downed helicopter, through the stream, and over the hill to the waiting vehicle.

Use commas to separate three or more clauses and phrases in a series.

204. The ISG prepared the duty roster. He posted it on the unit bulletin board.

This shows the previous sentence divided into two sentences.

254. plural

apostrophe

5. What is the subject of the sentence in frame 4?

What is the predicate of the sentence in frame 4?

---

55. Try another one.

Several pieces of the puzzle (was, were) missing.

---

105. SGT Snorkle drove to the PX before he stopped at the club.

We changed *and* to *before*. Now how many independent clauses are there?

---

155. SSG Knox did not attend the company party because he was ill.

---

205. Punctuate the following sentence using the semicolon:

SGT Smith and SGT Trainer were at the training SGT Cooper did not attend.

---

255. Do not use an apostrophe with possessive pronouns (*his, hers, its, ours, yours, theirs)* or with *whose*.

---

6. SGT Smith (subject)

went to the motor pool (predicate)

---

56. were (disregard the intervening clause “of the puzzle”)

(pieces were – not pieces was)

---

106. one SGT Snorkle drove to the PX.

---

156. No punctuation required.

(independent clause precedes the dependent clause)

---

206. SGT Smith and SGT Trainer were at the training**;** SGT Cooper did not attend.

---

256. Thus far, we have reviewed how to use the apostrophe to show possession. Next we’ll review using the apostrophe to make contractions.

---

7. The subject is the part that names the __________ or __________ the sentence speaks about.

The predicate tells what the subject __________, what someone or something does to the subject, or what or how the subject __________.

57. Now let's look at another rule. A compound subject (more than one subject) joined by *and* requires a plural verb.

107. SGT Snorkle stopped at the PX, and he bought a new computer.

The word *and* joins two __________________ clauses.

157. When war threatens world stock markets become jittery.

207. Correctly punctuate the following sentence:

PFC Burns went to the PX but it was not open.

257. A contraction is simply the abbreviated form of two words that you have added together to form only one.

When you join the words *can* and *not* into *can't*, you have formed a _____________.

---

8. person thing

does is

---

58. Wrong: A book and a pencil *is* all I need for the class.

Right: A book and a pencil *are* all I need for the class.

---

108. independent

---

158. When war threatens**,** world stock markets become jittery.

(the dependent clause precedes the independent clause)

---

208. PFC Burns went to the PX**,** but it was not open.

Did you remember that two independent clauses joined by a coordinating conjunction require a comma?

---

258. contraction

---

9. Next we'll review the eight parts of speech in traditional grammar: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

59. Select the correct verb in the following sentence:

The senior instructor and the senior trainer (is, are) attending a three-day workshop.

109. Earlier we reviewed the conjunction as a part of speech. Now we'll look more closely at coordinating conjunctions.

159. The standards you establish and enforce will give your soldiers order and tough training will give them confidence.

209. Remember, the first rule for using the semicolon is to put it between two closely related ____________________ ____________________ not joined by a ____________________ conjunction.

259. Form contractions for the following:

what is
you are

would not
who is

could have
does not

10. A noun is a word that names a person, place, or thing (including a quality or idea).

---

60. are

---

110. SGT Snorkle stopped at the PX, and he bought a new computer.

When we use the word *and* in this way, we are using it as a coordinating conjunction.

---

160. The standards you establish and enforce will give your soldiers order**,** and tough training will give them confidence.

(two independent clauses joined by a coordinating conjunction)

---

210. independent clauses

coordinating

---

260. what's wouldn't could've

you're who's doesn't

---

11. Identify the nouns in the following sentence:

SPC Johnson went to the range to fire his assigned weapon.

61. Let's try another.

Army values and leader attributes (form, forms) the foundation of the character of soldiers.

111. When you join words, phrases, and clauses of equal importance, you normally use a ____________________ conjunction.

161. We will now review the use of commas with restrictive and nonrestrictive clauses and phrases.

211. Another rule for using the semicolon involves sentence elements that have commas in them.

261. We also use apostrophes to make plurals of letters and symbols. Form the plural of letters and symbols by adding an apostrophe and an *s.*

SGT Jones' grades in her college class included three A**'s** and two B**'s**.

Use +**'s** and -**'s** on the test.

12. SPC Johnson (person)

SPC Johnson	(person)
range	(place)
weapon	(thing)

62. form

112. coordinating

162. A restrictive clause or phrase is essential to the meaning of the sentence. It fully or partially identifies (restricts) the word it modifies. It answers the question “which one?”

212. CPL Booker, the first squad leader; SGT Snooker, the second squad leader; and SGT Cooker, the third squad leader attended the platoon meeting.

The underlined portions make up a series.

262. Do not put an apostrophe with the *s* to form the plural of abbreviations or acronyms such as NCO and MACOM.

NCOs; not NCO’s MACOMs; not MACOM’s

13. A pronoun substitutes for or takes the place of a noun.

Examples: *I, my, mine, me, we, our, ours, us, you, your, yours, he, his, him, she, her, hers, it, its, they, their, them.*

---

63. An exception to this rule is that we will use a singular verb when two or more subjects connected by *and* refer to the same person or thing.

---

113. Examples of ____________________ conjunctions are *and, or, but, nor, so, yet,* and *for.*

---

163. If we can't remove a clause or phrase without changing the meaning of the sentence, then we call that clause or phrase ____________________.

---

213. Earlier we saw that we use the **comma** to separate words in a simple series, but the series in frame 212 is a complex series that contains commas within the series.

---

263. Use only a lower case *s* to form the plural of acronyms.

Example: Several NCOs attended the meeting.

14. We call the noun that a pronoun stands in for the antecedent of that pronoun.

64. My mentor and friend was by my side during the whole ordeal. (One person is both mentor and friend.)

114. coordinating

164. restrictive

214. CPL Booker, the first squad leader; SGT Snooker, the second squad leader; and SGT Cooker, the third squad leader attended the platoon meeting.

This example illustrates the use of a semicolon when the sentence contains commas within the items of the series.

264. Use an apostrophe and an *s,* however, to show possession.

Example: This NCO's performance was exceptional.

---

15. Identify the pronoun and antecedent in the following sentence:

PFC Thomas brought a friend with him to the company Christmas party.

---

65. Select the correct verb in the following sentence:

Corned beef and cabbage (is, are) on the menu at the dining facility today.

---

115. The commander was ill, but he did go to work.
The underlined word is a ____________________ ____________________.

The commander was ill, but he did go to work.
The underlined portion is (a) (an) ____________________ ____________________.

---

165. All vehicles parked in the maintenance bay are due scheduled maintenance.

If we remove the underlined clause would it change the central thought of the sentence?

---

215. Correctly punctuate this sentence:

SGT Southern from Ft Bliss SGT Smart from Ft Knox and SGT Skipper from Ft Benning
are attending BNCOC.

---

265. Give the example below a try.

They asked NCO___ from several MACOM___ to comment, and they carefully considered
each NCO___ reply.

---

16. him (pronoun)

PFC Thomas(antecedent)

66. is (Corned beef and cabbage is one dish.)

116. coordinating conjunction

independent clause

166. It most definitely would.

The clause parked in the maintenance bay answers the question “which vehicles?”

So this is a restrictive clause.

216. SGT Southern**,** from Ft Bliss**;** SGT Smart**,** from Ft Knox**;** and SGT Skipper**,** from Ft Benning**;** are attending BNCOC.

266. NCOs

MACOMs

NCO’s

---

17. A verb expresses action or state of being.

Identify the verbs in the following sentence:

PFC Jones is fast; he ran two miles in 10 minutes.

---

67. Another subject-verb agreement rule is that singular subjects joined by "*or, either . . . or, neither . . . nor,* or *not only . . . but also*" are singular and require a singular verb.

---

117. Because you must be familiar with the rules of grammar, punctuation, and word choice, you must complete this programmed text before class.

The underlined portion is (a) (an) ____________________ ____________________.

---

167. All of the soldiers waiting in the hall want to see the first sergeant.

If we delete the underlined phrase, the meaning changes; therefore, we call it a ____________________ ____________________.

---

217. We can use the semicolon in another instance also.

We can use it to set off conjunctive adverbs. Some grammar books refer to conjunctive adverbs as transitional expressions. For the remainder of this programmed text we will use only the term conjunctive adverb.

---

267. Next we will review two uses of the question mark.

As mentioned earlier, we use the question mark after a direct question.

Example: Did SGT Snap get a phone call? When? From whom?

---

18. is (verb – state of being)

ran (verb - action)

---

68. Neither the platoon leader nor the platoon sergeant has a copy of the change to the training schedule.

---

118. dependent clause

---

168. restrictive phrase

(it answers the question “which soldiers?”)

---

218. The words *however, although, therefore,* and *nevertheless* are examples of conjunctive adverbs.

The conjunctive adverb is normally in the middle of the sentence.

---

268. We can also enclose a question mark in parentheses to express doubt or uncertainty about a word or phrase within a sentence.

Example: PFC Smith joined the Army after his graduation from high school in 2001(?).

We are indicating uncertainty about the date, so we use a question mark in parentheses.

---

19. An adjective modifies a noun or occasionally a pronoun.

---

69. Let's try one.

Either May or June (is, are) a good time for a field training exercise.

---

119. Now that we know how to identify dependent clauses, independent clauses, and coordinating conjunctions, we can review some rules for properly using the comma.

---

169. A clause or phrase that merely adds information or facts that are not essential to the meaning of the sentence is ___________________.

---

219. SGT Lee had an asthma attack; therefore, he did not complete the PT run.

Therefore is a __________________ ___________________. We precede it with a __________________ and follow it with a __________________.

---

269. Now let's move on to quotations marks. As the name implies, we normally use quotation marks to enclose direct quotations.

The command sergeant major asked, "What time is it?"

This leads to another topic: using quotation marks in conjunction with other punctuation.

20. An adverb usually modifies a verb, but it can also modify an adjective or another adverb.

70. is

120. When a coordinating conjunction joins two independent clauses, put a comma before the conjunction.

170. nonrestrictive

220. conjunctive adverb

semicolon

comma

270. Always put *periods* and *commas inside* closing quotation marks.

Always put *colons* and *semicolons outside* closing quotation marks.

Place *question marks, exclamation points,* and *dashes inside* the quotation marks when they belong to the quotation and *outside* when they don't.

21. Identify any adjectives and adverbs in the following sentence:

SGT Smith is a very competent and confident leader.

71. The final agreement rule we will review pertains to having both a singular and plural subject. If the subject contains both a singular and plural word connected by *or, either . . . or, neither . . . nor,* or *not only . . . but also*, the verb agrees with the nearer part of the subject.

121. SGT Snorkle stopped at the PX, and he bought a new computer.

Since we have two independent clauses joined by a coordinating conjunction, we place a ____________________ before the ____________________ ____________________.

171. SSG Jones, hoping to win the NCO of the Month Board, studied every day for a month.

If we omitted the underlined phrase, we wouldn't change the meaning; therefore, we call it a ____________________ ____________________.

221. Let's see if you have it.

We put a ____________________ before a ____________________ ____________________
and put a ____________________ after it when it joins two independent clauses.

271. Correctly punctuate the following sentences:

Why am I here asked SGT Jiffy

SGT Sams exclaimed It's perfect

22. very (adverb)
competent (adjective)
confident (adjective)

72. Neither the *first sergeant* nor his *platoon sergeants* have copies of the new SOP.

(The verb *have* agrees with the nearer subject, *platoon sergeants*.)

122. comma
coordinating conjunction

172. nonrestrictive phrase

222. semicolon
conjunctive adverb
comma

272. “Why am I here?” asked SGT Jiffy.
SGT Sams exclaimed, “It’s perfect!”

---

23. A conjunction is a word or phrase that joins or connects words, phrases, or clauses.

---

73. You try one.

Not only the squad leaders but also the platoon sergeant (is, are) in favor of the policy change.

---

123. When we have two ____________________ ____________________ joined by a ____________________ ____________________, put a comma before the conjunction.

---

173. A protective mask that leaks is of no value.

What is the dependent phrase? Is it restrictive or nonrestrictive? Does it change the meaning of the sentence?

---

223. However, when the conjunctive adverb is the first word of a sentence, simply follow it with a comma.

Note in this example a comma follows the conjunctive adverb, *However*.

---

273. Let's try some more. Correctly punctuate the following sentences:

What time is training asked PFC Smith
SGT Jones announced Training will start at 1500 then he said that everyone must attend
CPT Jones asked if SGT Knead was in the hospital

---

24. A coordinating conjunction (*and, but, or, nor, for, yet, so*) joins words of the same kind and same importance.

A subordinating conjunction (*if, because, although, when, unless,* etc.) joins a dependent clause to an independent clause.

---

74. is

(The verb *is* agrees with the nearer subject, platoon sergeant.)

---

124. independent clauses

coordinating conjunction

---

174. “that leaks” is the dependent phrase.
It is restrictive.
It would definitely change the meaning.

---

224. The next mark of punctuation we will review is the colon.

Keep in mind that the colon is in no way related to the semicolon.

---

274. **“**What time is training**?”** asked PFC Smith**.**

SGT Jones announced**, “**Training will start at 1500**”;** then he said that everyone must attend**.**

CPT Jones asked if SGT Knead was in the hospital**.** (just a period, indirect question)

25. Identify the conjunctions in the following sentences:

SGT Brown went to see PVT Skippy in the hospital, but the doctor had already released PVT Skippy.

Because his weapon jammed, PFC McCorkle did not qualify.

75. Now that we've reviewed parts of speech and subject-verb agreement, we will review punctuation and some other sentence structure rules.

125. SGT Snorkle stopped at the PX and bought a new computer.

In this example, the word *and* does not join two independent clauses, so we don't need a comma.

175. Now we can state the rule for using the comma with restrictive and nonrestrictive clauses and phrases.

225. We can use a colon to introduce a list that follows a grammatically complete sentence.

Often *the following* or *as follows* precedes the colon.

275. Let's look at some other uses of quotation marks. We may also use quotation marks to enclose words used in a special sense or for a special purpose.

The urinalysis test can detect methamphetamines or "speed."

---

26. but

Because

We will review conjunctions in detail later in this programmed text during punctuation.

---

76. Once again, this programmed text is only a basic review. We cannot review every punctuation mark and every rule that applies to it. We will only address those that seem to be the most troublesome.

---

126. Okay, time for you to give it a try. Turn the page and correctly punctuate the following sentences:

---

176. Use commas to set off nonrestrictive clauses and phrases.

DO NOT use commas to set off restrictive clauses or phrases.

---

226. SGT Snyder visited the following countries: Germany, Holland, Italy, and Austria.

Notice that “SGT Snyder visited the following countries” is a grammatically complete statement. Also notice that *following* is the key word indicating that a list follows and that the colon introduces the names of the countries.

---

276. We can also use quotation marks in the definition of words.

A *task force* is “a temporary grouping of units, under one commander, formed for the purpose of carrying out a specific operation or mission.”

Notice the defined word is in italics (or underline); the definition is in quotation marks.

---

27. A preposition is a connective that shows the relationship between a noun or pronoun and some other word in the sentence.

77. Let's begin by looking at the period.

127. The staff duty NCO was ill so the next NCO on the roster had to take his place

The guest speaker was ill and cut the class short.

177. Punctuate the following sentences:

SGT Jones my squad leader is 24 today.

All soldiers who fail to attend the class will have to attend the make-up training.

227. Correctly punctuate the following sentence:

SGT Skater introduced his four brothers Pete Joe Dick and Tom.

277. The last punctuation mark we'll review is the hyphen. Before the use of computers we used the hyphen in word division at the end of a line. Computers have a feature called "text-wrapping" that eliminates the requirement for word division.

If for some reason you need to divide a word with a hyphen, check the dictionary to ensure that you put the hyphen between syllables.

28. Some prepositions show relationships in direction (*to, from, toward, down, up, at*).

---

78. We put a period at the end of declarative sentences. We define a declarative sentence as a sentence that makes a statement.

---

128. The staff duty NCO was ill**,** so the next NCO on the roster had to take his place**.** (Did you remember the period?)

The second sentence requires no punctuation. We don't have two independent clauses, so the sentence does not require a comma.

---

178. SGT Jones**,** my squad leader**,** is 24 today. (my squad leader is a nonrestrictive clause)

All soldiers who fail to attend the class will attend the make-up training. (no punctuation needed: "who fail to attend the class" is a restrictive clause and essential to the sentence)

---

228. SGT Skater introduced his four brothers**:** Pete**,** Joe**,** Dick**,** and Tom.

---

278. We also use the hyphen to form certain compound words such as the following:

mother-in-law; self-sustained; short-lived.

Use the dictionary to determine compound words.

---

29. Other prepositions show relationships in time (*before, during, after, until, till*).

---

79. He pulled out his weapon.

Since this is a _______________ sentence, we end it with a _______________.

---

129. The first rule we reviewed concerned independent clauses joined by a coordinating conjunction. The second rule about commas concerns both dependent and independent clauses.

---

179. Occasionally, we can also use parentheses to set off nonrestrictive clauses and phrases. So the question should come to mind: When do we use parentheses, and when do we use commas for nonrestrictive clauses?

---

229. We can also use the colon to introduce a second independent clause that explains or illustrates the first clause.

---

279. Use a hyphen to join words used as a single adjective before a noun, but do not use a hyphen between an –*ly* adverb and an adjective.

A well-known NCO (adjective before a noun)

freshly baked bread (no hyphen between the adverb *freshly* and the adjective *baked*)

---

30. Still other prepositions, such as *of*, *for*, *about*, *with*, *except*, and *but* (when it means except), show many different kinds of relationships between the words they relate.

80. declarative

period

130. When a dependent clause precedes an independent clause, **use a comma** to separate them.

Don't put a comma between clauses if an independent clause precedes a dependent clause.

180. Use parentheses to set off a nonrestrictive clause or phrase when dashes would be too emphatic and commas might create confusion.

230. The military as a career sounds very attractive: the travel, the educational benefits, and the opportunities for training and advancement seem excellent.

280. We also use a hyphen when writing out two-word numbers from twenty-one to ninety-nine and two-word fractions.

thirty-three fifty-two two-thirds

---

31. Identify the prepositions in the following sentence:

SPC Cook ran toward the finish line during the PT test.

---

81. You also put a period at the end of imperative sentences. An imperative sentence is a sentence that expresses a command or a request.

Report to the first sergeant.

---

131. Clause A: Because he was lazy,
Clause B: he didn't get promoted.

Clause A is _______________ and clause B is _______________. The comma goes after the _______________ clause.

---

181. Many of the components, *for example, the motor*, come from outside suppliers.

The comma in this sentence might cause confusion. The next sentence illustrates the nonrestrictive clause set off with parentheses instead of commas.

Many of the components (*for example, the motor*) come from outside suppliers.

---

231. Now you try one. Correctly punctuate the following sentence:

Normally, the APFT consists of three events push-ups sit-ups and a two-mile run.

---

281. Punctuate with a hyphen, as appropriate, the examples below:

court martial one fourth task force

sixty two decision making process Army values

---

32. toward

during

---

82. Use a period to end indirect questions.

---

132. dependent

independent

dependent

---

182. To continue with our review of the comma, we will next review parenthetical expressions. Parenthetical expressions interrupt the flow of the sentence and are not essential to its meaning. Some examples include *on the other hand, by the way, coincidentally, in fact, indeed, naturally, of course, in my opinion,* etc.

---

232. Normally, the APFT consists of three events: push-ups, sit-ups, and a two-mile run.

---

282. court-martial one-fourth task force

sixty-two decision-making process Army values

Remember, when in doubt use a dictionary.

33. An interjection is a word that shows emotion. Unlike the other kinds of words, the interjection has little or no grammatical connection with the rest of the sentence.

83. She asked whether SFC Smith was looking for her.

This sentence does not ask a question directly; therefore, it is an ____________________ question and uses a ____________________ at the end of the sentence.

133. Clause A: He didn't get promoted
Clause B: because he was lazy.

Since clause A is ________________ and precedes clause B, which is ________________, we **don't put a comma** between them.

183. It was, I think, a good presentation.

The underlined parenthetical expression interrupts the sentence and is not essential to the sentence; therefore, we use ____________________ to set it off.

233. Try another one. Correctly punctuate the following sentence:

The following sacrifices are necessary to improve your personal fitness stop drinking stop smoking and watch your calories.

283. Now that we've reviewed subjects, predicates, parts of speech, and punctuation let's review something else that can be a problem, word choice. There are many words in the English language that sound alike; the only way to be sure you use the correct word is to check the dictionary and become familiar with their meanings.

Let's look at some of these words. The list in the next frame is not all inclusive.

---

34. We should punctuate mild interjections with a comma and punctuate strong interjections with an exclamation mark.

---

84. indirect

period

---

134. independent

dependent

---

184. commas

---

234. The following sacrifices are necessary to improve your personal fitness**:** stop drinking**,** stop smoking**,** and watch your calories.

---

284. accept, except to, too, two its, it’s lie, lay whether, weather

than, then their, there, they’re affect, effect your, you’re forth, fourth

The spell check tool on your computer will only identify misspelled words, not incorrect words.

---

35. Identify the interjections in the following sentences:

Oh, I didn't know I had CQ.

Wow! SGT Snead hit every target.

---

85. SFC Smith asked if PVT Green had gone to the orderly room.

Since this is an ____________________ question, we put a ____________________ at the end of this sentence.

---

135. Correctly punctuate the following sentences:

If you are old enough they may allow you to go in.
The lieutenant hated staff meetings but he was always present.
He donated to AER because he felt it was his responsibility.

---

185. Here are some other examples of parenthetical expressions: *to tell the truth, on the whole, in the first place,* and *for example.*

You may occasionally choose to omit the commas from short parenthetical expressions (such as *also, too,* and *perhaps*) if you feel they do not interrupt the flow of your sentence.

---

235. Next we'll review the apostrophe and its use in a sentence.

---

285. Select the correct word in the following sentences:

The sergeant did not (accept, except) the assignment.

CPT Travis did not (no, know) the prisoner.

---

36. Oh

Wow

---

86. indirect

period

---

136. If you are old enough, they may allow you to go in. (dependent clause precedes the independent clause)
The lieutenant hated staff meetings, but he was always present. (two independent clauses joined by a coordinating conjunction)
He donated to AER because he felt it was his responsibility. (no punctuation, the independent clause precedes the dependent clause)

---

186. The last rule concerning the comma deals with sentence elements that might be incorrectly read together.

To help, the government started an extensive relief program.

Without the comma after help, the above sentence might have been puzzling.

---

236. One of the uses of the apostrophe is to show possession or ownership.

---

286. accept -- to receive usually with favor or consent.

know – to be able to distinguish

37. Now that we've reviewed subjects, predicates, and parts of speech, let's continue by reviewing a topic that causes problems for many: subject-verb agreement.

---

87. Who is he?

This sentence asks a question directly; therefore, it is a direct question and requires a question mark.

We will cover this in more detail later in this programmed text.

---

137. Next, we will consider a series of words in a sentence. In a sentence, a series is three or more words, phrases, or clauses, all used in the same way.

Use commas to separate three or more words used in a ______________________.

---

187. As you know nothing came out of the meeting.

Does this sentence need punctuation?

---

237. Possessive nouns show "belonging to." If a soldier has (possesses) a beret, the beret belongs to the soldier. It is the soldier's beret.

---

287. Let's try some more. Select the correct word in the following sentences:

SGT Jones was tired so he went to (lie, lay) down.

The (principles, principals) of Be, Know, and Do are the basis for Army leadership.

38. In sentences, subjects and verbs have matching forms to show their grammatical relation. We call this relation agreement.

88. Use the period, or rather a series of three periods, to indicate omissions from quoted material.

When we use three periods in this manner, we call it an ellipsis.

138. series

188. As you know, nothing came out of the meeting.

Yes, since it could be misread.

238. Possessive nouns always add an apostrophe (**’**).

Singular possessive nouns normally also add an *s* (**’s**).

288. lie -- to rest

principles -- a rule or a truth

39. The subject-verb must agree in person. The first person means the person(s) doing the speaking: I or we. The second person means the person(s) spoken to: you. The third person means the person(s) or things(s) spoken about: he, she, it, they, or any such noun.

---

89. Patton said, "Leadership . . . is the thing that wins wars."

The three periods, the ellipsis, indicates that we have ____________________ material after the word "leadership."

Note the spaces between each period in the ellipsis.

---

139. We usually use the conjunction *and* or *or* to join the last two words in a series.

---

189. Does this sentence need punctuation? If so, punctuate it correctly.

If you can get some information on the newly assigned soldier.

---

239. If a word does not end in *s*, we add an apostrophe plus an *s* ('s) to show possession.

SGT Smith's beret; boy's book; pencil's eraser; teacher's desk

In each case, we show possession by adding an ____________________ and an ____________________ to the base word.

---

289. Keep up the good work.

(To, Too, Two) MPs reported (to, too, two) (their, there, they're) supervisor; he told them they were (to, too, two) slow.

When you write your paper be sure to (sight, cite, site) all your sources.

---

40. Wrong: **I** is late for duty.

Right: You are late for duty.

---

90. omitted

---

140. Normally, putting a comma before this conjunction is optional. For military writing, however, we will always put a comma before the conjunction in a series.

Example: Use the dictionary to check spelling, usage, and pronunciation.

---

190. Yes, it requires punctuation; there is a chance someone could read it incorrectly.

If you can, get some information on the newly assigned soldier.

---

240. apostrophe

s

---

290. **Two** MPs reported **to their** supervisor; he told them they were **too** slow.

When you write your paper be sure to **cite** all your sources.

Check the dictionary if you need to.

---

41. The subject-verb must also agree in number. Singular number refers to one thing, and plural refers to more than one.

91. If you put an ellipsis at the end of a declarative sentence, add another period to complete the sentence.

141. Punctuate this sentence correctly:

SGT Smith SGT Jones and SGT Brown went before the promotion board.

191. This now concludes the review on the comma. We will now move on to the semicolon.

241. Next we'll review the rule for words that are singular but that end in *s.*

291. Let's try two more. Select the correct word in the following sentences:

(Whether, Weather) you want to or not, you must attend the meeting.

(There, Their) are 52 soldiers in the first platoon.

---

42. Singular subjects must take singular verbs; plural subjects must take plural verbs.

---

92. Now that we know how to use the period, let's look at some rules for developing correct sentences.

Let's briefly review sentence structure.

---

142. SGT Smith**,** SGT Jones**,** and SGT Brown went before the promotion board.

---

192. In reviewing the semicolon, we must recall one of the rules that we reviewed earlier in this programmed text.

We place a comma before a coordinating conjunction that joins two independent clauses.

---

242. The words boss, witness, and James are examples of words that end in *s*, but are singular, not plural.

---

292. **Whether** you want to or not, you must attend the meeting.

There are 52 soldiers in the first platoon.

---

43. Choose the correct verb in the following sentences:

The 1SG (call, calls) the formation to attention.

The training NCO (maintain, maintains) training records on every soldier.

---

93. Earlier in this programmed text we reviewed conjunctions and the definition of clauses and phrases. Now we will review clauses more in depth.

---

143. The rule we have been reviewing also applies to clauses and phrases in a series. By definition, a phrase is a group of two or more words without a subject and a predicate; used as a noun, an adjective, or an adverb.

We use a comma to separate ________________________ or more phrases.

---

193. The semicolon signals a greater break in thought than the comma but a lesser break than the period. It is closer to a period than to a comma in most of its uses and is often interchangeable with the period, provided the sentences are closely related.

---

243. When we wish to show possession with a singular word that ends in __________, we will do the same as we did with the previous rule for showing possession, we will add an __________ plus an __________.

---

293. This brings us to another rule. One of the sentences in frame 292 reads, “There are 52 soldiers in first platoon.” When do we use figures, and when do we spell out the number?

In Army writing, we generally spell out numbers under 10 and use figures for expressing numbers which are 10 or higher.

---

44. calls

maintains

---

94. A dependent clause, even though it has a subject and verb, will not stand alone (will not be a complete sentence) when detached from its sentence.

What makes it dependent is a connecting word, such as *if, because, although, when unless*, etc.

---

144. three

---

194. SGT Berry likes to give orders, but he is much less happy taking them.

In this example, we have independent clauses joined by a coordinating conjunction.

---

244. *s*

apostrophe

s

---

294. Let's try a couple. Turn the page and determine whether to use the figure or the written out number.

45. Let's try some more. Choose the correct verb in the following sentences:

The first sergeants in our battalion (is, are) the best in the brigade.

It (seem, seems) odd that SGT Brown (has, have) not counseled PVT Cooper yet.

---

95. A clause that is not a complete sentence is (a) (an) ___________________ clause.

---

145. SGT Barnes ran down the sidewalk, up the steps, and into the orderly room.

In this example, we have a series of ___________________ so we must separate them using ___________________.

---

195. SGT Berry likes to give orders; he is much less happy taking them.

In this example, we deleted the word *but* and replaced it with a ___________________.

---

245. Punctuate each of the following singular nouns to show possession:

boss witness James

---

295. The membership included (twenty-four, 24) sergeants major and (ten, 10) master sergeants.

(Six, 6) members of SGT Smith's squad visited him in the hospital.

46. are

seems has

96. dependent

146. phrases

commas

196. semicolon

246. boss’s	witness’s	James’s

296. The membership included **24** sergeants major and **10** master sergeants.

Six members of SGT Smith’s squad visited him in the hospital.

AR 25-50 will give you more tips on using numbers in your documents.

---

47. When establishing agreement between subject and verb, disregard any intervening phrases or clauses.

---

97. Clause A: Since PFC Grapper was late,

Clause B: she received a counseling statement.

Which clause is dependent? Why?

---

147. Thus far, we have said that we should separate words or phrases in a ___________________ with ___________________.

The same rule applies to clauses used in a ___________________ also. We separate them using ___________________.

---

197. We may use a semicolon between two closely related independent clauses if we don’t join them with a coordinating conjunction .

---

247. Now pronounce each of these examples:

boss’s witness’s James’s

---

297. Well, your near the end now.

Hopefully you identified that the word “your” in the previous sentence should have been “you’re.”

---

48. We will review phrases and clauses later. For now, just remember:

A phrase is a group of related words, but it does not contain a subject and verb.

A clause is a group of related words that does contain a subject and verb.

98. Clause A. It is not a complete sentence.

It is a dependent clause.

148. series commas

series commas

198. You may **NOT** use a comma in place of the semicolon; this would create a run-on sentence (comma splice).

248. Did you find any of the possessives hard to pronounce? You probably found it difficult to pronounce James's. This leads us to an exception to the rule of adding an apostrophe plus an *s* to singular nouns ending in an *s*.

If the addition of an extra syllable makes a word ending in an *s* hard to pronounce, add the apostrophe only.

298. In addition to correct punctuation, grammar, and word choice, one more key to successful writing is proof reading what you write.

Read it slowly. Do not read what you think it says, but read what you have actually written.

---

49. Select the correct verb in the following sentence:

All the soldiers in the PT formation (was, were) singing cadence.

---

99. A clause that is a complete sentence is an ____________________ clause.

---

149. A clause, by definition, is a group of words that does include a subject and a verb.

---

199. The ISG prepared the duty roster and he posted it on the unit bulletin board.

The underlined portions are ____________________ ____________________ joined by a coordinating conjunction.

What mark of punctuation would you use in this sentence?

---

249. So based on that rule, the correct possessives are:

boss's witness's James'

---

299. Whenever possible, have someone proof read your writing.

---

50. were (disregard the intervening clause "in the PT formation")

(Soldiers were – not soldiers was)

(turn to page SH-4-5, frame 51)

---

100. independent

(turn to page SH-4-5, frame 101)

---

150. A group of words that contain a subject and a verb, but is not a complete sentence is a dependent clause.

(turn to page SH-4-5, frame 151)

---

200. independent clauses

comma (. . . roster**,** and . . .)

(turn to page SH-4-5, frame 201)

---

250. Finally, if the word is plural and ends in *s*, we add only the apostrophe.

(turn to page SH-4-5, frame 251)

---

300. There is one last thing that you should always remember. Your proficiency, or lack thereof, in punctuation, grammar, and word choice will make an impression on your reader. You are the one who decides whether that impression will be positive or negative.

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